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ABSTRACT

Reported are findings and recommendations concerning educational services for deaf children in Texas which are based upon interviews with staff of state agencies and public and private schools. Information is provided on the characteristics and numbers of hearing impaired persons in Texas, the program of the Texas School for the Deaf (TSD) and public school programs. Also presented are views of teachers, houseparents, former students and the parents of former students about TSD. An explanation of the role of other agencies and comments by project consultants are included. Described is a plan for the reorganization of educational services which would be coordinated by a regional director, and would permit 80 percent of deaf children to receive services while living at home. (GW)

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DEAF EDUCATION IN TEXAS

February, 1973

MANAGEMENT SERVICES ASSOCIATES, INC.
1301 S. Interregional
Austin, Texas 78741

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DEAF EDUCATION IN TEXAS

This report reflects the results of a 12-month study of the education of the hearing impaired in the local public schools and at the Texas School for the Deaf in Austin.

At the request of the State Board of Education this study was conducted by Management Services Associates, Inc., 1301 South Interregional, Austin, Texas 78741.

February, 1973

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February 15, 1973

Dr. J. W. Edgar
Commissioner of Education
Texas Education Agency
The State of Texas
Austin, Texas 78711

Dear Dr. Edgar:

It is my pleasure to transmit this report on Deaf Education in Texas. This is the second volume of three volumes in our study of deaf and blind education programs in this state. Volume I covers programs for the visually handicapped and Volume III contains the transcripts of the "brain trust" session with our consultants on this project. Additional memoranda will be issued on other subjects relating to findings and implementation of the study as the need indicates. Also, consultation is planned with your Department of Special Education staff and with the staff of the schools for the blind and deaf here in Austin.

We have enjoyed the excellent cooperation of your staff and the staff of the Texas School for the Deaf. You have many dedicated individuals working in this program and it was a pleasure working with them.

This study was under the direction of Howard Blomquist of our staff. Certain segments of the study were also done by myself, Aris A. Mallas; Charles Eskridge, Executive Vice-President, Educational Services Division; Homer Scace and Billy Reagan, Executive Vice-Presidents.

Our findings indicate that your agency has a long history of progress in working with deaf children. In the early 1950's, your agency was one of the first in the nation to move toward the cottage plan, eliminating the old dormitory, institutional style of housing deaf students. Later, you moved to establish the county-wide programs for the deaf which have enabled most of the deaf children to be educated at home in specially designed programs. We believe the recommendations in this report will lead to another major thrust forward, taking advantage of new knowledge and new perspectives which will lead to the development of the finest program of this type in the nation.

Our staff stands ready to assist in any way possible the implementation or interpretation of this report.

Sincerely,

Aris A. (Bob) Mallas Jr.

Aris A. Mallas
President

AAM:bg

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FOREWORD

The findings and recommendations in this study come from many hours of interviews with staff members in the Department of Special Education of the Texas Education Agency, the staff at the Texas School for the Deaf, supervisors and teachers in the public schools and in private agencies.

We are especially indebted to the special consultants to this study:

Dr. Richard G. Brill, Superintendent, California School for the Deaf, Riverside, California

Dr. Leonard W. Mayo, Consultant, 806 Kings Mill Road, Chapel Hill, North Carolina

Dr. S. Richard Silverman, Director, Central Institute for the Deaf, St. Louis, Missouri

Dr. Larry Gene Stewart, Associate Professor, College of Education, The University of Arizona, Tucson, Arizona

We are also grateful for those who participated in the sessions with consultants, (shown in Appendix B) and to the special assistance of Superintendent H. G. Royall, Jr., Central North Carolina School for the Deaf, Raleigh.

Martha Bennett was most helpful in conducting interviews with teachers and houseparents at the Texas School for the Deaf. She also interviewed a number of ex-students of the School and parents of ex-students.

The staff is also grateful for the interest and cooperation of eight consultants who conducted interviews in various locations over the State:

J. Carroll Bost, Regional Director, Commission for the Blind, Corpus Christi

Louise Helton, Project Director, Services for the Deaf, Eastfield College, Dallas

Dr. Joan Lynch, Coordinator, Houston Speech and Hearing Clinic, Houston

Dr. Max Manley, Department of Special Education, Texas Tech University, Lubbock

Dr. J. S. Nicoll, retired Director of Special Education, El Paso[1]

Sarah Sassman, Department of Special Education, Fort Worth ISD

Bobbye Tutt, Project Director, Texas School for the Deaf, now Rehabilitation Counselor, TRC, San Antonio

Irene Westmoreland, retired Consultant, Division of Special Education, TEA, now living in Henderson, Texas

The staff also attended several meetings of teachers of the deaf in the public schools (the County-wide Coordinating Committee meetings) and visited the programs at El Paso, Dallas, Houston, and Waco. Special thanks are due to the supervisors of those programs: Kay Harston, Houston; Frank Powell and Jane Harris, Dallas; Kitty Ferguson, Waco; Mary Lou Rivera and Viki Williams, El Paso.

Others who contributed knowledge and suggestions during interviews were:

Ralph White, Supervisor of Deaf Rehabilitation Services, Texas Rehabilitation Commission

Grace Hanson, The University of Texas at Austin

June Grant, Trinity University, San Antonio

Texana Conn, Deaf Retarded Program, Austin State School

Fran Herrington, 1971-72 President of the Parent-Teacher's Organization, Texas School for the Deaf.

We also appreciate the interest and cooperation of parents of children now attending the Texas School for the Deaf and those who were former students.

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[1] Dr. Nicoll, who had given many years of dedicated service to the field of Special Education, passed away in September, 1972.

Texas is fortunate to have one of the finest diagnostic and evaluation centers for hearing impaired, the Callier Hearing and Speech Center, Dallas. Special thanks are due to Dr. Aram Glorig, Director of the Center, and to the staff members who shared their knowledge and experience with the study staff.

Dr. Tina Bangs, Associate Director of the Houston Speech and Hearing Center, also served as special consultant to the project.

Finally, we are grateful for the cooperation of Dr. Robert A. Montgomery, Assistant Commissioner for Special Education and Special Schools; Don Partridge, Director, Special Education; and Melissa Scott, formerly Consultant, Deaf Education Programs, in the Texas Education Agency.

CHAPTER I

SUMMARY

PERSPECTIVE

It seems basic to the nature of both public and private institutions to follow cyclical patterns. At the time the organization or institution is created there is enthusiasm and progress. Then later a period of "coasting" sets in and this lasts until the institution loses relevance to its major goals and purpose. A reform wave sets in and the institution is renewed and moves forward.

Deaf education in Texas had its start in 1856, when the Legislature established the Texas School for the Deaf on its present campus. Not much happened in the way of major changes after that for almost a hundred years. Then during the 1950s, with the strong support of Commissioner Edgar and Governor Shivers, new cottages replaced old dormitories on the campus. In the early 1960s, the County-wide Day Schools were established by legislative action, and this permitted many children to be educated in their home district.

In recent years, however, deaf education in Texas has been "coasting." In a few other states (such as California, North Carolina, Maryland) new approaches have been developed. Certain model schools have been developed by the federal government (the Kendall School in Washington and the National Technical Institute for the Deaf in Rochester, N.Y.). The time has come for Texas to review its program and to give it new renewal, new concepts, and another push forward.

WHY A NEED FOR CHANGE?

The achievement levels of deaf students are significantly lower than for hearing students, much lower than their handicap would dictate. In Texas, and nationally, less than 10 per cent of deaf children who attend secondary schools go on to college -- most deaf students fail to meet even minimum college entrance requirements -- and many who enter college do not graduate.

Achievement levels of deaf children upon leaving high school are usually averaging at the 6th, 7th, or 8th grade level. Poorest scores are found in reading tests (paragraph meaning and word meaning).

In a recently completed study of students who attended the Texas School for the Deaf during the last five years, only 27 per cent received a high school diploma. The largest number, 38 per cent, merely received certificates of attendance. Another 27 per cent either dropped out or were dismissed. Elementary certificates were received by 12 per cent. The majority of the students leave the school ill prepared for independent living and self-sufficiency.

One of the main problems of low achievement is the late start in language development. Without some means of closing the educational gap of the early years, students may expect to spend five years in school before passing the second grade level.

For a deaf child, the years between birth and school attendance can be both frustrating and further handicapping. Since he cannot hear his parents or his own voice, he has nothing to imitate, nor can he tell when he has produced similar sounds or words. Language-wise, he is in the same state as pre-verbal man.

The lack of effective programs in these early years represents the first big gap in the Texas program. The main problem has been that we have taken the basic regular school program and have modified it only in minor ways. What is needed is early identification, early contact and work with parents, and in the regular school setting this doesn't happen.

A NEW PROGRAM RECOMMENDED

Presently, deaf children receive their education in Texas under five arrangements:

- At the Texas School for the Deaf in Austin (28%)
- In County-wide Schools administered by school districts (50%)
- In special public school classes (14%)
- In pre-school programs (15%)
- Under contracts with non-public schools (3%)

Although the state spends $5.3 million annually on these programs, there is no overall direction to the programs.

This report recommends first that the Texas Education Agency assume full responsibility for the deaf education program. (See Recommendation No. 1). TEA now provides almost all the money going into these programs.

The very special nature of deaf education, the need for intensive parental involvement, the need for introducing modern methods of teaching deaf children, and the need to offer comprehensive services to deaf children more uniformly throughout the state, make this a most logical development.

A regional plan for delivering deaf education services is proposed, with the state divided into five areas, and a Regional Director of Deaf Education Services for each area. In each region classrooms would be located as close as feasible to the child's residence. This will permit 80 per cent or more of all deaf children to go home each night. It also reduces the need for higher cost residential services.

The development of a comprehensive statewide plan would be the responsibility of a new Director of Deaf Education Services, reporting directly to the Assistant Commissioner for Special Education and Special Schools. He would be assisted by an Advisory Committee composed of professional and lay persons, including representation from the deaf community.

ROLE OF THE TEXAS SCHOOL FOR THE DEAF

Under the proposed plan the enrollment at TSD would drop from approximately 730 to 500 pupils as more children are educated in improved programs near their home. However, the school would serve as the prime school in the Central Texas Region. In addition, it would serve children who have a special need for seven-day residential care.

It would also develop special programs, especially for the older deaf students who can sometimes benefit by a special program away from home. It is recommended that TSD develop a modern vocational school tailored to the special needs of the deaf.

COST IMPLICATIONS

Approximately 230 children would move out of seven-day residential care, with considerable cost-consequences. Savings would likely be some $345,000 annually. This sum should largely offset the cost of the salaries of the regional directors and other personnel needed in the new plan.

Eventually, as the program of deaf education is enriched by more effective programs, by more diagnostic and evaluation services, by more individualized instruction programs, increased cost for the whole program can be anticipated. However, the increased cost should be weighed by anticipated advantages of the new program: more and more deaf children achieving at a higher level, much better preparation for vocations and self-sufficiency.

All of the recommendations are contained in the final chapter.

CHAPTER II

THE HEARING IMPAIRED IN TEXAS

The exact number of hearing impaired children in Texas is not known since there is no central registry maintained. However, fairly reliable estimates are possible by counting those attending public schools, private facilities, and the Texas School for the Deaf in Austin.

A fairly good estimate would indicate there are about 3,000 hearing impaired children between the ages of 0 and 21 years. There have been 2,625 children identified in special programs:

	Numbers	% of Total
County-wide Day Schools for the Deaf (9)	1,325	50%
Texas School for the Deaf, Austin	726	28%
Special Public School Classes	371	14%
Pre-school Programs, 15 School Districts	126	5%
Contracts with Non-public Schools	77	3%
	2,625	100%

In addition to these children, we can assume there are a significant number of children in the 0 to 21 year group which are not included above:

- Children attending regular classes, some with the help of amplification.
- Children under 6 who do not have a pre-school program available, or who are below the age of three, the usual starting age for the pre-school program.
- There are quite a number of children who leave school programs before the age of 21 due to:

- graduating before 21
- being dropped or dismissed before 21
- or voluntarily dropping out of school before 21.

The Office of Demographic Studies, Gallaudet College, regularly collects data from the educational programs for the deaf on a national basis. Although the completeness of the report depends upon the cooperation of all those operating school programs, the returns represent the majority of children attending classes. The figures for the 1970-71 school year included 2,032 from Texas, and 41,109 nationally. Some of the findings are as follows:

Age	Texas	Nation
Under 3	1.6%	1.1%
3 - 5	11.8%	12.0%
6 - 9	30.3%	29.5%
10 - 13	32.4%	29.9%
14 - 17	19.4%	21.1%
18 and over	4.6%	6.5%

DEGREE OF HEARING LOSS
(Information on 1,472 Texas children)

	DB Range[1]	Texas	Nation
No significant difficulty with faint speech	Under 25	0.7%	3.5%
Difficulty with only faint speech	25 - 39	2.1%	5.3%
Frequent difficulty with normal speech	40 - 54	8.1%	7.4%
Frequent difficulty with loud speech	55 - 64	8.7%	7.8%
Great difficulty with loud speech	65 - 74	13.0%	11.0%
Can understand only shouted or amplified speech	75 - 84	17.7%	13.4%
Usually cannot understand even amplified speech	85 & over	49.7%	51.5%

---

[1] DB refers to Decibel, a unit of measure on the pure tone audiometer. The numbers represent the simple average of the hearing threshold levels in dB at the frequences 500, 1,000, and 2,000 Hz.

Hearing loss information was not available for 27 per cent of the Texas children and 22 per cent of the children in the national survey. It is assumed that if the complete information were known there would not be significant differences in the ranges of hearing reported.

Note that only about half of hearing impaired children in Texas and in the nation are "totally deaf." This underscores the need for good testing and proper fitting of hearing aids so that maximum use can be made of residual hearing and so that those children who can participate in regular school programs can do so.

HISTORY OF PARENTAL DEAFNESS BEFORE AGE SIX

	Texas	Nation
Both parents normal hearing	92.3%	89.2%
Both parents with loss	1.6%	3.7%
One parent with loss	3.0%	4.1%
One parent normal hearing, information on other parent not available	3.1%	3.1%

Again, the results show that the pattern in Texas is not significantly different than in the nation: Only a small percentage of children had parents with hearing impairments.

AGE STARTED EDUCATION PRIOR TO AGE SIX

	Texas	Nation
1 year	5.0%	3.5%
2 years	10.7%	9.1%
3 years	16.5%	18.1%
4 years	14.9%	16.7%
5 years	13.6%	19.1%
Some education but years unknown	5.7%	6.8%
None prior to age six	33.6%	26.6%

In Texas, a somewhat larger percentage of children had no education prior to age six.

AGE AT ONSET OF HEARING LOSS

	Texas	Nation
Onset at birth	77.7%	78.0%
Under 1 year	6.4%	5.8%
1 year	5.6%	5.7%
2 years	4.6%	3.7%
3 years	2.2%	2.1%
4 to 6 years	2.5%	3.2%
7 years and older	1.1%	1.6%

These figures show a very close correlation to the national figures, indicating the causes of deafness in Texas must be very similar to those nationally.

AGE HEARING LOSS DISCOVERED

	Texas	Nation
Discovered at birth	0.9%	1.4%
Under 1 year	18.0%	18.2%
1 year	27.3%	24.6%
2 years	22.7%	20.8%
3 years	12.5%	11.2%
4 to 6 years	14.6%	17.2%
7 years and older	4.0%	6.6%

Again the pattern in Texas is similar to the nation. Comparing the figures with the previous table indicates a lag between the age of onset and the age of discovery. This indicates a need for more complete screening programs for infants and young children so that corrective measures can be applied when appropriate.

ADDITIONAL HANDICAPS

There is a growing concern over the number of hearing impaired children having handicaps in addition to the hearing loss. Nationally, 19.9 per cent of the hearing impaired children in 1970 had one additional handicapping condition, and 6.8 per cent had two or more additional handicapping conditions. Information was not available on 17.4 per cent.

In a more recent survey (1970-71 School Year) 1,246 of the 2,032 children in the Texas reports had no additional handicaps, but 659 reported to have had an additional handicap. Information was not available on 247 children. About half of the 659 children had been victims of the 1963-65 rubella (measles) epidemic which has also been a major factor for blindness and retardation in children.

Of the 659 Texas children with additional handicaps, the diagnosis was as follows:

Brain damage	4
Cerebral palsy	44
Cleft lip or palate	9
Emotional and behavioral problems	192
Epilepsy	11
Heart disorders	53
Learning disabilities	39
Mental retardation	55
Orthopedic disorders	8
Perceptual motor disorders	128
Severe visual	86
Other	30

The pattern of secondary handicaps compares rather closely with national figures.

PROBABLE CAUSES OF HEARING LOSS

The causes of hearing impairment of the 2,032 children in the Texas survey were either not known or not reported in 909, or 45 per cent of the cases. Information was not reported in 48 per cent of the cases nationally. The causes reported for 1,123 of the children in Texas were as follows:

Causes at Birth	Number of Children
Maternal rubella (measles)	389
Other complications of pregnancy	86
Trauma at birth	40
Prematurity	99
RH incompatibility	64
Hereditary	129
Other causes at birth	23
Causes after Birth	
Meningitis	110
Mumps	19
Measles	65
Otitis Media	22
Trauma	27
Fever	52
Other causes after birth	113

As can be seen, most of the causes for hearing impairment can be prevented through better prenatal care, genetic counseling, or better infant care. This illustrates the importance of prevention programs.

USE OF HEARING AIDS

This information was not available for the current study, but a study for the previous year (1970-71) showed the following for children in the nation (Texas figures not available):

	Per Cent
Student does not use personal aid	26.4%
Student uses monaural aid	36.8
Student uses binaural aid	9.8
Student uses Y cord	4.5
Uses aid, type not reported	3.0
Unknown or not reported	19.5

CONCLUSIONS

The area of concern is approximately 3,000 hearing impaired children. Of those identified in present school programs, 28 per cent attend the Texas School for the Deaf in Austin and the remainder are educated locally under varying types of arrangements -- the greater portion in the county-wide schools for the deaf.

Only half of the children have total loss of hearing, and this had significant implications on the need for quality testing and for proper fitting and maintenance of hearing aids. It also means that these children need to be carefully evaluated periodically so that the proper education program can be provided for them. Some, obviously, are good prospects for attending regular school classes if they are sufficiently prepared and if they have the best possible amplification equipment available.

Only about a third of the children entered an educational program prior to age four. Pre-school education is essential for these children to make up the loss of communication skills that occur due to their handicap.

Three fourths of the children had their hearing loss at birth, yet only 19 per cent were known to have this handicap by the time they were one year old. Implication: better screening and diagnostic services are needed to discover these handicaps as soon as possible so that maximum service can be provided to ameliorate their condition.

About one-third of these children have handicaps in addition to deafness which means that special programming is needed for these children.

Causes of hearing impairments are largely preventable and this means that more attention to prenatal care, genetic counseling, and more complete prevention programs in general are needed.

Finally, it is obvious that these children have many differences: differences in hearing loss, other handicapping conditions, differences in the extent and quality of local services available. The implication is that a comprehensive program for these children has to be multifaceted and has to involve a host of medical and educational services.

CHAPTER III

THE TEXAS SCHOOL FOR THE DEAF IN AUSTIN

One of the two largest schools for the deaf in the nation, the Texas School for the Deaf has a current enrollment of 726. The school was created by the Legislature in 1856 which set aside 60 acres in South Austin for the campus. This campus now has 43 buildings, including classrooms, vocational building, library, administration, gymnasium, and cottage type buildings for the students. The present school also has an East Campus located on the eastern edge of the city. This campus has 20 buildings located on 56 acres. In addition to cottages and classrooms, the East Campus has an infirmary, gymnasium and an auditorium.

The school has 374 employees; 133 of these are educational staff and 88 are houseparents; the remainder are administrative and maintenance personnel.

The South Campus operates an elementary school, junior high school, high school, a vocational department and a special vocational evaluation, training, and job placement program. During the summer of 1972, the school engaged in a curriculum revision study which resulted in a new career education program.

The East Campus is for children age 6 through 11, with approximately 200 enrolled. It provides an academic first and second grade, plus three preparatory levels and four ungraded classrooms. It operates 24 classes under 24 teachers, plus an art teacher, physical education instructor and aide, activity room teacher, two teacher aides, media technician, and a rhythm teacher.

Of the total 726 students, 610 live on the two campuses and 116 are day students who live with parents or guardians in the Austin area.

Source of funds for the 1971 - 72 school year was as follows:

State	$2,375,533.17
Federal	338,424.94
Total	$2,713,958.11

During the 1971-72 school year, the average cost per student enrolled was $3,559.18.

A parents' school is operated during the first week in June for parents of children who will be entering the school for the first time the following September. An average of 30 to 35 families are housed in the cottages during this week.

Approximately 40 students on the East Campus go to the South Campus once each week for a computerized math program.

In addition to the academic program on the South Campus, a vocational department offers 16 areas of vocational and pre-vocational classes to every student 14 years of age and over. Areas offered are: auto mechanics, body and fender repair, automotive painting, baking, business machines, cleaning and pressing, drafting, graphic arts, homemaking, cooking and sewing, lithography, metal work, photography, typing, upholstery, welding, and woodworking.

One houseparent is provided for every eight small children, one for every twelve intermediate students, and one for every sixteen of the older boys and girls. Organized sports such as track, football and baseball are provided as in a public school.

ADMISSION REQUIREMENTS

Primary requirements for admission to TSD are that a child has a hearing impairment which prohibits his progress in a regular school program in his own community, that he is between the ages of five and a half and 18, and that he does not have a deaf education program available locally. By law, deaf children residing in a county having a county-wide school must attend the county-wide deaf schools until the age of 14, unless there are special circumstances which make his placement at TSD in Austin essential.

SPECIAL PROJECTS

For several years, TSD has operated a media project financed out of federal ESEA Title I funds. The use of television and other media equipment has produced a variety of teaching aids as well as giving many of the students familiarity with this technology. A closed circuit television transmission system is part of the project, with receivers located both in the classroom and the cottage.

Beginning in 1970, the school was chosen as one of four schools for the deaf in the nation to participate in a computer assisted instruction program under the direction of Stanford University. Sixteen terminals are available for students to increase their skills in mathematics and language, each child proceeding according to his own ability. Two of the county-wide programs, Dallas and Houston, now have terminals for their deaf students, also.

The school has also established a captioned Driving Simulator System and a multi-media system for teaching the textbook section of driver education. It has been a pioneer in this effort, becoming a prototype for the development of similar systems in other schools for the deaf. This program is also financed by a federal grant.

BASIC CONCLUSIONS

The Texas School for the Deaf, one of the largest of its kind in the nation, compares favorably nationally in the kind of program it provides and has had special projects financed by federal funds which have enriched its program.

However, the results of its program leave much to be desired as will be demonstrated in the following section and in the comments from parents, ex-students, teachers and houseparents. An analysis of other schools for the deaf would have likely produced the same results. The basic problem is the lack of intensive effort early in the deaf child's life and inadequate programs later in the child's formal schooling. This is a problem nationally, not just in Texas.

RESULTS OF A STUDY OF EX-STUDENTS

During 1972, the school completed a study of ex-students entitled An Employment Analysis of Deaf Workers in Texas. The study was financed by a federal grant in cooperation with the Division of Occupational Research and Development in the Texas Education Agency.

This is the first major study of its type in the nation and the school is to be commended for it. For the first time, the results of the educational program for the deaf are analyzed. Some of the more significant findings are included here because they are most pertinent to the conclusions and recommendations.

STUDY DESIGN

A list of students who had left the school for the deaf between September, 1965 and May, 1970 was compiled from school records. Those under 14 years were excluded, leaving 410 names. Of this total, three were found to be deceased, 42 could not be located, and 34 had transferred to other secondary schools, leaving a total of 331.

The ethnic or cultural background of the students in the survey showed a close correlation with the same age group in a special survey of public school students in Texas in 1970:

	All Texas Students	Deaf Study
Negro	12.5%	15%
Mexican-American	21.3%	21%
Other	66.2%	64%

The ex-students ranged in age from 17 to 26. Males totaled 191 and females 140. With an average age of 21, most had not married (74%), 22 per cent had married, two per cent had divorced, and two per cent had separated.

The staff found that most of the children (85%) had returned to their home town after leaving school. Two per cent had moved to the large city nearest their home town, seven per cent had moved to a large city outside their home region, and five per cent had moved to their husbands' city of residence.

EDUCATIONAL BACKGROUND

The ex-students had begun school at the average age of six, but some had begun as early as two years and others as late as 14 years. Nineteen per cent had reached the age of eight or more before beginning school.

Of the 331 former students:

89 (or 27%) received high school diplomas
41 (or 12%) received elementary certificates
126 (or 38%) received certificates of attendance
43 (or 13%) dropped out
28 (or 8%) were dismissed
4 (or 1%) were withdrawn by parents.

Since many jobs require a high school diploma, it can be seen that three out of four of these ex-students are handicapped qualifications-wise. With the recent revision in curriculum to provide for career education, the school hopes to sharply increase the number who are given a high school diploma. If the high school diploma is considered the goal of the educational program, it can be seen that there is only one success out of four.

From the school records a tally was made of the last reported IQ scores. For this group they ranged from 30 to 130, the average being 91.

AGE OF ONSET

Most of the former students reported deafness at birth (82%) compared with 77.7 per cent among the current deaf student population in the state, and 78 per cent nationally.

Causes of deafness in the group were:

Rubella (measles)	13%
Complications during pregnancy	4%
Rhesus factor	8%
Complications of delivery	6%
Premature birth	8%
Genetic factors	36%
Acute childhood diseases (meningitis, measles, etc.)	20%
Reaction of drugs	3%
Other causes	1%

Twenty per cent of the records indicated secondary causes for deafness. These former students differ from the current population of deaf students in that rubella was not as great a factor (13% as compared to 35%) and genetic factors were present in 36 per cent of this group and only 11 per cent in the current deaf school population.

Other handicaps were mentioned in the case records and 213 or 65 per cent of the ex-students showed the presence of handicaps ranging from minor to severe. The records showed the following:

Other indications of handicaps:

Brain damage	2%
Cerebral palsy	6%
History of seizures	4%
Heart murmurs, rheumatic fever	6%
Minor to major visual defects	16%
Orthopedic problems	3%
Respiratory, allergies, asthma	6%
Multiple congenital defects	2%
Emotional disturbance	8%
Mental retardation	5%
Behavioral problems	9%
Learning disabilities	4%
Perceptual motor problems	9%
Bilingual based learning problems	7%
Other possible handicaps	11%

With the presence of deafness plus other handicaps in three out of five of the ex-students, it can be seen that preparing these individuals for independent living and self-sufficiency is a problem requiring a variety of services in addition to special education programs.

EMPLOYMENT STATUS

At the time of the survey, only 180 (54%) of the ex-students were employed. By sex, 64 per cent of the males and 41 per cent of the females were employed.

Of 180 employed 55 (31%) had white collar jobs (professional, technical, proprietary, managerial, clerical or sales) and 97 (54%) had blue collar jobs (craftsmen, operators, and laborers). Another 26 (14%) were in service jobs (hospital aides, food service, and other services). Only two (1%) were agricultural workers.

One of the jobs that some deaf workers perform well is that of key punch operator in computer systems. Training at the school for the deaf and in post-secondary schools has been available for this occupation. Thus, it is not surprising that the most frequent job title reported was key punch operator: 23 (or 13%) reported this classification. The second most frequent job was that of post office clerk; the U.S. Postal Service has given special attention to the employment of deaf individuals. Eleven ex-students were classified as postal clerks.

The remainder of the ex-students were well distributed among job titles with 87 different classifications including draftsman, barber, hospital attendant, slaughtering, auto mechanic, typesetter, engraver, plastic working, welder, plasterer, roofer, sewing machine operator, office boy, janitor.

Among all those employed pay ranged from $10 to $160 weekly with an average of $91.00, or $2.28 per hour. (It is possible that pay was understated since some may have reported "take home" pay rather than the total received.)

The length of time on the job ranged from one to 72 months; the average time was 18 months.

Help in obtaining their job was reported by 174 of the 180 workers. They received help from:

Vocational Rehabilitation	35%
Family	25%
Friends	18%
Other sources	10%
No help	13%

Job satisfaction was reported as follows:

Like job very much	58%
Job is "O.K."	36%
Dislike present job	6%

Only 35 per cent reported that they would like another type of job.

Only 22 of the ex-students reported having noticeable or persistent communications problems on the job, such as handling telephone calls, or bilingual communication. Writing was the usual mode of communication with supervisors for 122 ex-students, 36 used "made-up signs," 34 used "real signs," and 10 used an interpreter.

Ex-students in the study who had dropped out or had been dismissed from school were more likely to be unemployed as the following table shows:

Status of Departure from School	Per Cent Employed	Per Cent Unemployed
High School Diploma	28	8
Elementary Certificate	16	12
Certificate of Attendance	38	47
Dropped Out	9	19
Dismissed	8	14
Withdrawn by parents	1	0
	100	100

Some of the characteristics of the 84 unemployed students point to earlier problems or conditions noted in the case records. Only eight per cent began a formal education program before age five, compared to 21 per cent of the total group; 15 per cent of the unemployed were reported to be "mentally slow" compared to five per cent of the total group of former students; 24 per cent of the unemployed had records of emotional or behavioral problems while in school.

Some of the unemployed former students (10) reported losing their last job because of problems in regard to absences, tardiness, inability to get along with co-workers, temper outburst, or walking off the job.

UNEMPLOYMENT RATE COMPARED

The Bureau of Labor Statistics defines the rate of unemployment as the percentage of persons in the labor force who are not employed. The "labor force" is defined to exclude housewives, students, institutionalized persons, ill or disabled persons, and others who do not want and are not seeking work. Using this definition, the project staff determined that 229 of the 331 former students were in the labor force and since 180 were employed, the unemployment rate was 21 per cent. This is a very high figure compared to average unemployment rates which averaged in Texas 4.3 per cent during the time of the study. However, national figures available at the time indicated that young workers between the age of 16 and 24 showed unemployment rates of 18 per cent for high school graduates and 25 per cent for those without a high school degree.

This should not mean that the high rate among the deaf ex-students is not too high to be concerned about. The fact remains that one out of five want, or are looking for work, and are not successful in finding it. The economic and psychological consequences of being unemployed are devastating to the young deaf person. Most, if not all of these young people, qualify for special individual assistance from the Vocational Rehabilitation program and, theoretically, this special help should result in a much higher rate of employment than in the general population where other young people do not have this service available.

TRAINING AFTER LEAVING THE SCHOOL FOR THE DEAF

Over half (56%) of the ex-students had received additional training after leaving the school. This compares well with all young people who graduate or drop out of high school -- estimates show that from 33 per cent to 50 per cent receive additional training after high school.

All of those who received additional training (185) did not complete it -- 19 per cent had dropped out. However, 54 per cent had completed their training program and 27 per cent were presently enrolled.

Sources of training reported were:

Private business colleges	26%
Private technical schools	19%
Lee College, Baytown	16%
Hot Springs Rehabilitation Center (Ark.)	12%
Gallaudet College, Washington, D.C.	10%
Sheltered Workshops	9%
Public programs (Job Corps, Adult Education)	5%
Other Programs	3%
	100%

The types of training they received were:

Key Punch	17%
Liberal Arts	12%
General Business	12%
Welding	10%
Printing	8%
Sheltered Workshop (work adjustment and sheltered workshop occupations)	8%
Drafting	5%
Auto mechanics	5%
Barber - beautician	4%
Data processing	4%
Cleaning and laundry	3%
Woodworking	2%
Building service and maintenance	2%
Photography	1%
Other	7%
	100%

Vocational rehabilitation, financial, and counseling support was provided for 92 per cent of those who took additional training.

The ex-students rated their training as follows:

Very good	36%
Good	45%
Fair	14%
Poor	6%

VIEWS OF TRAINING RECEIVED AT THE TEXAS SCHOOL FOR THE DEAF

Former students were asked to rate their training received at the school and the results were:

Very helpful	45%
Somewhat helpful	42%
Not helpful	13%

Helpful aspects of their training at the school were reported as follows:

- Training in communication skills -- signs and fingerspelling, speech, lipreading, reading, writing.
- Training in specific vocational areas which led to immediate employment.
- Preparation for independent living, learning cooperation.
- Assistance of competent, interested teachers (many of whom were deaf).
- Exploring different kinds of work before making decisions about an occupation.
- Training served as a basis for further education.

The former students also mentioned certain aspects of their experience at the school as not being helpful:

- The educational period was too short; many students began their education too late and/or dropped out or terminated too soon.
- The vocational training received was general; there was not enough preparation for specific jobs, and not enough job opportunities in the areas where training was provided.
- In outside class activities, failure to emphasize the learning of daily living skills and preparation for adult responsibilities.
- Some respondents felt that not enough attention was given to developing good English communication and other language skills.
- Overemphasis on academic success at the expense of vocational and personal-social development was mentioned, particularly by parents of multi-handicapped individuals.
- Several former students commented that they were not personally interested in studying the courses taught in school. A few felt that

> if more had been demanded of them, they would have responded: but others felt the content taught and the living situation needed to be related more closely to students' life plans in order to motivate and interest older students.

Some of these remarks are closely related to comments from ex-students interviewed by the MSA staff, as reported in Chapter VII.

CONCLUSIONS

The administration of the school is to be especially commended for conducting an objective appraisal of its ex-students and how they have progressed upon leaving the school.[1] Implications for changes in the program are many and these will be discussed more fully in the final chapter.

The young deaf persons included in the study have had special education programs designed for their needs; they have had available the services of the vocational rehabilitation program. Yet, one in five are unemployed, even after eliminating from consideration those who were not seeking work at the time. Most of the children leaving the school for the deaf by graduating or for other reasons are not prepared for employment. In essence, their education is not complete. This will be commented on more fully in the final chapter.

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[1] The project was under the direction of A. Dean Cunningham, Administrative Assistant to the Superintendent, and Bobbye Steakley Tutt.

CHAPTER IV

DEAF EDUCATION IN THE PUBLIC SCHOOLS

Hearing impaired children attending the public schools (or by contract with non-public schools) totaled 1,899 (72%) of the total known deaf children as of December, 1972. Of this total, 1,325 were attending the county-wide schools for the deaf, 371 were in special classes in public school districts, 126 were in pre-school programs operated by school districts, and 77 were in contract non-public schools.

There are other hearing impaired children attending regular classes, or in the new Plan A Comprehensive Special Education Program. These children are not reported separately, but it is thought that they tend to be those whose hearing impairment is not severe enough to require special deaf education instruction.

COUNTY-WIDE SCHOOL PROGRAM

The Texas Legislature passed legislation in 1961 which authorized the Texas Education Agency to approve the creation and operation of county-wide schools for the deaf in counties having a population of 300,000 or more. Subsequent amendments reduced the population figure to 250,000 and also permitted two or more contiguous counties to operate joint programs. The act also required that the school district designated to operate such schools must be centrally located, have the physical facilities necessary for carrying out the educational program, and agree to provide transportation to all eligible children residing within the county (or counties) without regard to school district boundaries. The financial provisions have been amended to reflect increasing cost since 1971.

Each unit, which requires eight students, is allotted $3,000 initially, then $700 per child annually for transportation and materials. The State pays the entire teacher's salary, not just the minimum state salary, but the prevailing rate in the local school district.

In essence, then, the State is paying the entire cost of operating the local county-wide schools.

County-wide schools now exist in the following locations:

	Pupils	Ages Served
Cameron-Hidalgo (Brownsville)	90	6 - 21
Nueces (Corpus Christi)	64	6 - 14
Harris (Houston)	365	6 - 21
Jefferson-Orange (Beaumont)	54	6 - 14
Dallas	318	6 - 21
Tarrant (Fort Worth)	171	6 - 21
Bell-McLennan (Waco)	53	6 - 21
El Paso	70	6 - 21
Bexar (San Antonio)	140	6 - 14

Figures are for the 1972-73 school year. El Paso added a secondary program in September, 1972. A survey of the El Paso community showed 60 deaf children of high school age who were not in school. Many El Paso parents were reluctant to send their children to the School for the Deaf in Austin, almost 600 miles away.

Some of the county-wide schools for the deaf operate out of one building; others operate multiple locations. Most of the facilities are in public school buildings, although residences and churches have been used for small classes in some instances.

The Dallas County-wide program is unique in that the children under eight years are educated at the Callier Hearing and Speech Center, a private non-profit agency. A contract between Callier and the Dallas ISD was drawn to govern the arrangement. Also, Callier provides diagnostic and evaluation services for all deaf children in the county.

Although the county-wide schools are financed from State funds, they operate administratively under the local school district, usually the largest district in the area. The programs usually are under the supervision of the director of special education in the school district. This results in variations in programs and curriculum. There is no standard curriculum for all.

The Texas Education Agency employs a consultant on deaf education who attempts to bring some coordination to the programs, but acts only in an advisory role.

Through availability of federal funds, a County-wide Coordinating Committee has been formed which brings teachers and supervisors together several times each year.

During the summer of 1972 a special camping program was arranged at a camp near Kerrville. Involved were 150 deaf children from the county-wide schools and 50 hearing children sponsored through a Model Cities project. During the week prior to the camp project, 30 teachers from the county-wide programs and 30 teacher aides (including 10 houseparents from the Texas School for the Deaf) attended a special inservice training program taught by 10 instructors from the National Technical Institute for the Deaf.

During the two week camping project, the teachers worked on language development with the children, not in a classroom setting, but through all the activities involved in camping (swimming, horseback riding, tennis, etc.).

SPECIAL CLASSES IN THE PUBLIC SCHOOLS

Thirty one school districts also operate special classes for the deaf age 6 through 21. Those having 10 or more children were located in the following cities:

Amarillo	67	Longview	13
Lubbock	29	Richardson	12
Austin	23	Northside	11
Odessa	21	Hereford	11
San Antonio	16	Santa Fe	11
Midland	16	San Angelo	10
Harlandale	15	LaMarque	10
Kilgore	13	Texarkana	10

The total number of children involved in the special classes was 290 during the 1972-73 school year. These children tend to be those with hearing impairments not as severe as those attending the county-wide programs or the Texas School for the Deaf.

This program is a part of the "Plan B" special education program. Eventually, all of these will likely be converted to "Plan A" programs which allow for more supportive personnel, improved diagnostic and evaluation services, and provisions for contracting for certain professional specialties.

Fourteen school districts also operated pre-school programs for children three to six years. During 1972-73, 126 children were registered in these pre-school programs.

CONTRACTS WITH NON-PUBLIC SCHOOLS

Senate Bill 230, passed in 1969, allows schools to contract with non-public school parties to provide educational services. During 1971-72, contract services for 77 deaf children were in effect in

Houston School for Deaf Children
Sunnyside Speech and Hearing
Callier Hearing and Speech Center
Sunshine Cottage, San Antonio.

There were 16 school age children and 71 pre-school children in these programs.

SUMMARY

Approximately 72% of the deaf children in Texas receive their education in county-wide schools, Plan B classes in local schools, in pre-school programs at the local level, and in contract non-public schools.

Although certain standards for teacher certification, pupil-teacher ratios, etc. are enforced by the State, there are no curriculum standards enforced and coordination of the programs is of a voluntary nature.

Also, there is no monitoring of diagnostic and evaluation programs, nor outside evaluation to determine the quality of the program or how children are progressing.

Results of Interviews with Teachers, Houseparents, Ex-Students, and Parents of Ex-Students

The next four chapters present the results of interviews with teachers, houseparents, ex-students, and parents of ex-students at the Texas School for the Deaf.

All details of the interviews are not included because of the amount of space required. A representative selection has been made. However, the interviews have been discussed in detail with the Superintendent and key staff members, and numerous suggestions were made for improvements. Since the former students' and parents' interviews reflected conditions at the school over the past five years, they did not reflect changes that have been made in the programs since then. However, many of their comments are pertinent to problems that still exist and therefore are most worthy of consideration.

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CHAPTER V

VIEWS OF TEACHERS AT THE TEXAS SCHOOL FOR THE DEAF

During May, 1972 the MSA research staff interviewed 15 teachers from the two campuses of the Texas School for the Deaf. These 15 teachers were selected to represent a range of years at the school and subject matter taught.

Years at the school ranged from one to thirty-seven; the average tenure of those interviewed was nine years.

FACILITIES

It was felt by the teachers on the South Campus that the school needs library facilities for the lower grade levels, and facilities for teaching living skills: kitchen units, grooming lab, shops, etc. The teachers commented that the South Campus is overcrowded in all areas and some of the facilities are definitely antiquated. Modern lighting and air-conditioning would improve many of the older buildings.

The East Campus is also crowded, especially the classrooms. The classrooms need to be air-conditioned and sound-proofed to be more conducive to learning.

TEACHING MATERIALS

Teachers on the East Campus felt very comfortable with their teaching materials and media assistance. Those on the South Campus were reasonably satisfied, but expressed a need for:

- Adequate reading materials for low-level children;

- Trained teacher aides...those on campus seem to be doing secretarial work unrelated to classroom work.
- "More materials adapted to the needs of the deaf children... especially in English."
- Photo-copier machines.
- Up-to-date books and materials.

TEACHER PREPARATION

Seven of the teachers interviewed felt they were adequately prepared to teach the deaf and hard-of-hearing children. Eight did not. All of the teachers expressed the desire for additional training in the following areas:

- Auditory training, reading and language skills.
- Manual communication.
- Use of media.
- Training the multi-handicapped.
- Training in learning disabilities, diagnosing and understanding these problems.
- Training in the development of the academic around the living situation; how to teach the children to be good citizens and to know how to handle problems they will face as adults.
- Reading and language skills taught by someone trained in the techniques of deaf education.

Six of the teachers felt they could get the training they needed in workshops conducted on the School for the Deaf campuses. One person suggested that much could be learned from visiting other schools and observing their programs. One person felt that this training should be provided by a college or university.

EXTRA-CURRICULAR ACTIVITIES

The teachers were asked: "Do you have any recommendations for activities outside of the classroom which would increase the achievement level of children in the school?" Their answers were as follows:

- A planned recreation program for the younger children. Both indoor and outdoor equipment is needed.
- Basic "home" skills should be taught in the cottages: sewing on buttons, baking a cake, polishing shoes.
- The children need the experience of shopping, of handling money...they have no concept of the value of money.
- Any type of activity to get them off campus with hearing children.
- Organized field trips with language follow-ups (mentioned by 2).
- The children are too sheltered. They need more experience in normal life situations with hearing people, more contact with the outside world (mentioned by 2).
- More communication between houseparents and teachers. Regular meetings should be held to discuss what is being done in the classroom and how it could be reinforced in the cottages. The use of language, vocabulary and other skills could be improved (mentioned by 7).
- An improved parent education program (mentioned by 2).
- "Better qualified houseparents who can communicate with and understand the children when they try to express themselves."
- "A better equipped library with a librarian who can communicate with the children" (mentioned by 2).

THE MOST IMPORTANT CHANGE NEEDED

The teachers were asked: "What is the one most important change that will improve the program of this school?" The replies were as follows:

- A concerned administration. One key man of authority in a supervisory capacity to make all decisions for the special schools.
- A pre-school beginning with the three and four year olds (mentioned by 2).

- Teach useful skills to ungraded classes instead of "watered down" academics. Begin the vocational training program on the East Campus (mentioned by 2).

- Pre-school training, beginning at age 3, and parent education at all levels (mentioned by 2).

- A form of total communication to be used school-wise (mentioned by 2).

- Employ qualified and more intelligent houseparents (mentioned by 2).

- Cottages need more of a home atmosphere; meals should be served in the cottages (mentioned by 3).

OTHER RECOMMENDATIONS AND COMMENTS

The teachers were asked to comment and make suggestions for improvement of the total program for deaf education. The bulk of their comments focused on curriculum improvements, administrative matters, and services offered at the Texas School for the Deaf.

- "Administrative positions are too low-paid to attract higher calibre people. Education of the deaf is a specialized area and we need administrators who are trained for the job."

- "I am very concerned that the little students on the East Campus do not have the experience with teachers who are deaf and are held back in achievement by the fact they do not use total communication. As a deaf person, I know that many of them begin to daydream at this time."

- The whole program is too structured. There is no way for the children to express themselves as individuals or to be able to think for themselves.

- Employ a psychologist trained to work with deaf children and their problems.

- A coordinated program from first prep through high school... there seems to be a gap in the training on the two campuses.

- Team-teaching facilities and more individualized instruction in reading and language skills for the upper levels. The teaching methods are too structured. More flexibility is necessary.

- The physical education program should be geared to all levels of ability. All boys are not athletes and should not be trained as such.

- "More than half of the language the average person uses during his lifetime was acquired before the age of 6. Most deaf children enter school at this age with hardly any language, if any! Educational programs for the deaf consequently are doomed to only limited success. We must reach these children at an early age...and as far as we know there has been the concerted effort in this direction."

- Deaf people should be included in planning.

- Money should be available to bring in consultants for workshops. Teachers need to keep abreast of new developments and the use of new methods in educating the deaf.

- "There is a lack of communication between houseparents and students. Many of them are not competent. They need to hire trained people in the cottages, even if they have to pay more to get them. The children spend more time with them than in the classroom and it is important to have people who are interested in them."

- A counseling program is needed for the lower school.

- There should be a closer association between parents and teachers. Conferences should be held at least twice a year.

- The vocational education program should be expanded; a vocational guidance counselor is needed. On-the-job vocational training is needed, but it is impractical because of lack of transportation.

- "The community should be made aware of the school's situation and should become involved with the children. There should be a closer communication between the school and civic organizations."

- "Civic pride and responsibilities should be taught as part of the student life program. The kids are becoming more and more destructive."

- "A conference should be held with people involved with students who are in trouble before they are expelled. This is a policy of the school, but it is not enforced."

CHAPTER VI

VIEWS OF HOUSEPARENTS AT THE TEXAS SCHOOL FOR THE DEAF

During April and May, 1972, the MSA staff interviewed eight houseparents on the South Campus and eight on the East Campus. They were selected to represent different levels of responsibility, years of service, and ages of children in their dorms. Backgrounds represented by these houseparents included college students, beautician, housewife, department store saleswoman, warehouse manager, secretary, mechanic, bookkeeper, and some who had had prior service with handicapped children at other public and private facilities.

WORK SCHEDULES

Ten of the houseparents were satisfied with their work schedules; six were dissatisfied and offered the following comments:

- "A 24-hour day is too long. Too much pressure can be built up during this time...and at times it is taken out on the children."
- "Would like relief for some free time on the weekends (three in a row) the houseparents have to work. They are on duty 15 hours a day on Saturdays and Sundays."
- "The houseparents should be allowed to work out their free time among themselves. It involves too much red tape to go through the office."

STAFF MEETINGS AND INSERVICE TRAINING

When asked how often they attend staff meetings, it was learned that none are regularly scheduled, but they occasionally have called meetings. They were in agreement that staff meetings should be held, probably monthly, for the following reasons:

- There is a breakdown in communication between supervisors and houseparents; regularly-scheduled meetings might create a unity in the group session and all would feel free to talk.
- The office should back up the houseparents; at least give them a fair shake and look into situations that arise. They live with the children and understand the problems.

They were then asked if they had had any inservice training programs at the school. Fifteen replied "no." One said "yes, but it has been several years ago. We had speakers dealing with discipline and emotional problems."

MOST IMPORTANT CHANGES

The houseparents were asked: "What is the one most important thing you would like to see changed in this school?" The replies included the following:

- "A good counseling program. Professional help is needed with children who have problems. At times a child will receive a whipping for something when counseling is needed. The one counselor on campus cannot handle all of the children."
- The students need more academic stimulation. They seem to have very little incentive to learn. They feel they will be taken care of...so, why bother!
- "Demand, expect, and give credit for professionalism among the workers. Good houseparents are needed. The applicants should be thoroughly screened."
- There should be more continuity or coordination between the classroom, cottage life and administration. More discipline is needed in classes as well as in the cottages.
- A communication between houseparents and teachers. Both groups are working toward the same goal and should be able to exchange ideas and to express viewpoints concerning the children.
- Have meals served in the cottages. There are too many distractions and too much noise in the dining room to teach manners, use of utensils, kinds of food, etc. Cottages should have smaller groups. The training program would be more successful this way.

- Put sewing machines in the cottages for the older girls. Have a person on the payroll to teach sewing, mending, crafts, etc. in the cottages.
- Take the children off campus more often as part of their cottage life. To do this more transportation is needed... at this time it is very inadequate.

OTHER SUGGESTIONS AND RECOMMENDATIONS FOR CHANGE

The houseparents freely commented on other areas which they felt needed improvement and re-evaluation. From their positions, they have made observations of academic and non-academic natures, ranging from the educational programs, facilities and services at the school, and the enforcement of rules. Here are their responses:

- "There should be an established recourse if fired, someone or someplace a person could appeal to. Persons have been released simply because of a disagreement with a supervisor over a very minor point."
- "The maintenance foreman complains about putting pictures on the walls because he doesn't want holes in the plaster. He doesn't like for the kids to play in the cottages with their shoes on because of skid-marks on the floors. If there are too many personal possessions in the room, the maids complain about having to clean these rooms."
- The children need more privacy in their rooms. There should be a partition put up in the rooms that house four children. The rooms are small and very crowded.
- Kitchen and dining rooms are needed in all cottages. A wider variety of food should be served at meals. The children should be given more types of vegetables...they don't know what some of them are.
- "It would be nice to have a study room in the cottages apart from the sleeping rooms."
- The furniture and arrangements of the cottages should be changed to give a more home-like atmosphere. The furniture is old and the closets, desks and chairs need a coat of paint.
- Maids that clean the cottages should be more closely supervised so that the cottages would be cleaner.

- The children prefer younger houseparents. They don't seem to relate as well to the other people.

- Houseparents should be given their assignments at the end of the school year. Preparations could then be made during the summer for activities to use in the coming year.

- The cottage life is too structured. The children should have more freedom. They should not be under such close supervision at all times.

- "Houseparents would like to have definite, permanent assignments. There is no incentive to fix up a cottage, inside or out, because you could be moved at any time."

- If a cottage is running smoothly, the administration should leave it alone. They should feel that a houseparent is competent and able to do the job she was hired to do.

- "Some houseparents feel they should take a certain number of children for their responsibility and work with only that group of six or seven. This isn't good, because some are very strict and some are too lenient. You soon lose the togetherness this way. They should work together with all the children."

- The kitchens that are in the cottages should be put in use. The girls should be taught to bake, prepare simple dishes, etc.

- More playground equipment and a broader play area for the younger children. A recreation building is needed where the children can get together more. They need this association.

- A swimming pool is definitely needed!

- More activities planned for the children after school hours. They need something to keep them busy: craft classes, physical fitness for the girls, classes in grooming, models for the boys.

- More recreational activities for the younger children and intramural sports for the older ones.

- Put some good playground equipment in the pecan grove for the younger children.

- Better transportation -- possibly a van that could be driven by houseparents on weekends.

- The salary scale should be revised. Credit should be given for experience, time with the school. Salaries never change.

- The children need more of a practical education. They need to get out into the community more often...into the hearing world. They should be taught the value of money and how to handle it.

- Improvement in language skills. The children sign so much with short-cuts that they cannot write a complete sentence.

CHAPTER VII

VIEWS OF EX-STUDENTS OF THE TEXAS SCHOOL FOR THE DEAF

In Spring of 1972, the MSA staff interviewed 21 ex-students of the Texas School for the Deaf, and 29 parents of ex-students. This total of 50 ex-students for the whole sample was selected from the 331 students who have left the school within the last five years, by graduating or for some other reason. (Students under 14 years of age were not counted.)

Of this 331:

- 89 or 27% received a high school diploma.
- 41 or 12% received an elementary certificate.
- 126 or 38% received certificates of attendance.
- 43 or 13% dropped out.
- 28 or 8% were dismissed.
- 4 or 1% were withdrawn by parents.

The 21 ex-student interviews appear in this chapter; the interviews with 29 parents of ex-students are in the following chapter.

The staff felt that to go back further than five years might yield impertinent information; in fact, a number of the complaints raised in this sample reflect on prior administrations and conditions which have been changed.

The 50 were selected to provide geographical representation of Texas. In almost all instances interviews were held in the interviewee's home. They were interviewed in or near the following locations:

Dallas	9
Austin	7
Lubbock	3
Jacksonville	1
Nacogdoches	2
El Paso	3
Irving	1
Fort Worth	5
Arlington	1
San Antonio	6
Garland	1
Houston	4
Corpus Christi	4
Tyler	2
Longview	1

Of the 21 students interviewed:

Number	Left School in:
4	1966
5	1967
5	1968
3	1969
4	1970

Eleven had graduated at the time of leaving; eight had not; two had received certificates. Of the eight that did not graduate, two were in ungraded classes; one was in sixth grade; two were in seventh grade; one was in eighth grade; and two were in tenth grade, at the time of leaving school.

Nineteen of these 21 had lived on the campus and two were day students.

LIVING ARRANGEMENTS

After considering what they liked about the living arrangements, the ex-students offered the following:

- "I got to be with my friends. It wasn't too crowded and the dorm parents were o.k." (2).
- The food was fairly good. The houseparents were good. It was better to eat in the cottage than in the cafeteria. The cafeteria food was not as clean.
- Making friends and participation in sports.
- Separate room for every two boys (2).
- The food was good.
- The social contacts.
- "I got to be with friends; The houseparents were o.k., but too lax in discipline."
- Liked the meals and being with the boys.
- Being with friends and having so much in common (4).
- Had fun. Had duty to help clean up the cottage. Studied.

The ex-students had complaints about the living arrangements also. The most frequent complaints concerned the physical facilities:

- Often ran out of water for showers. Shortage of bed linens and covers; old beds were uncomfortable. Not enough supervision during study hours.
- Did not like being away from home.
- The walls were dirty. They were all white...like in a hospital. The food was all the same except on Sundays.
- The food was too greasy (2).
- Had to spend too much time on campus. Should at least have a TV that worked. Really need new beds.

- The living rooms were small. They seemed too crowded.
- Liked the cottage plan.
- Would have been good to have had swimming pool.

Other major complaints concerned the rules -- strictness, lack of flexibility, and general discipline:

- Not enough privacy.
- Some of the kids didn't keep themselves clean and clothes neat.
- Bothered too much while doing homework.
- Rules and ideas. The houseparents checked even the girls' drawers and opened letters from home. They took money parents sent and put it in a bank. It was hard to get the money. Too many forms to fill out.
- There was very little control. Too much fighting.
- The houseparents were not strict enough.
- Didn't like some of the houseparents. Some were mean (2).
- Didn't like women houseparents in boys' dorms (3).
- Should be more reasonable with the rules. Why do they have houseparents who do not know the sign language?
- Houseparents separated friends or discouraged friendships with both boys and girls.
- "I do not like for houseparents to open my mail, read my letters to my parents and take money my parents send to me." Old rules about cars, dating, hair regulations are too strict.

COURSEWORK AND TEACHERS

The ex-students were asked if they were pleased with the courses offered at the Texas School for the Deaf. The replies were:

Yes	11
No	5
Some	5

They felt the courses were good, but many teachers were not; some were very hard on them. Thirteen thought that the teachers were well qualified to teach their subjects; two thought not; five felt they were "fair;" one didn't feel like he could answer the question.

Courses liked the most were (listed by number of times mentioned):

Math	9	Health	1
History	7	Geometry	1
English	8	Civics	1
General Science	6	Typing	1
Reading	4	French	1
Biology	2	Welding	1
Phys. Education	2	Voc. Courses	1

Courses liked the least were (listed by number of times mentioned):

Algebra	4	History	2
Science	4	Reading	2
Math	3	Geometry	1
English	2	Auto Mechanics	1
Geography	2	Academic part of curriculum	1

A representative comment concerning a school course above was "Algebra was a waste of time for me. I needed to know practical math ... how to balance my checkbook, budget, etc. Emphasis should be on preparation for living."

VOCATIONAL SUBJECTS

Nineteen of the students reported taking vocational subjects at the school, but only six said they had enabled them to obtain a job after leaving school. Thirteen said they would like to see changes in the vocational program, while three expressed the need for no changes. Specific changes recommended were:

- Additional buildings are needed for the vocational department. Improvements in the shorthand, homemaking and key punch.
- The photography course is good, but had to wait to get in. Should offer more classes in it.

- Additional courses in business (2).

- Students should be allowed to have more choice of courses. Waste time in courses not interested in. Be sure to incorporate new methods. Allow students to have on-the-job training.

- Teach IBM machines.

- Add to and improve the machine shop.

- Need to upgrade the equipment. It is mostly obsolete.

- Some subjects were more like hobbies than training courses.

- Teachers should be more involved and help the boys.

- More variety of courses. Need courses like proof machine used in banking.

- There is a good future for deaf people in banking, accounting and electronic data processing. Offer beginning courses in these areas and prepare students for further training or for on-the-job or college or technical school.

MOST IMPORTANT CHANGES NEEDED

The ex-students were asked, "What is the one most important thing that should be improved at the Texas School for the Deaf?"

- Boys and girls should learn about marriage and raising children, and being good strict parents while giving them love so that we can prevent them from getting divorced or separated.

- The school should train you for a job, then help you get a good job (3).

- "English. All the time people ask me to write things because I am deaf."

- Teach the use of proper language and words. Usable English communication (3).

- Upgrade the equipment for vocational training.

- Need to coordinate with Vocational Rehab and further train deaf persons.

- More vocational training for those who do not finish academic work.
- Each student must learn the rules and law about driving, especially auto insurance -- it is very hard to understand; it is very expensive; and it causes trouble if you do not have the right kind of insurance.

OTHER COMMENTS

The ex-students were finally asked to make any other comments. This brought the largest response:

- Teach speed reading.
- Should not have been started in oral classes. Should have been started in manual classes.
- Students need to learn about unions, dues, requirements for journeymen, etc.
- Add more business courses to equip students to work in banks, government offices. Try to make the TSD courses equivalent to a public high school education. Higher level of achievement, especially in English (2).
- Each student should learn how to bank, how to plan a budget, where to save some of his money, how to shop. Must learn to interact with hearing people in stores, banks, etc.
- More emphasis in correct English. We did not have spelling books and it is impossible for deaf persons to be able to spell and write correctly and to learn many words.
- Deaf children need to start school early. Their parents must be helped to get them in school, and to establish good communication early. Parents should be taught signs and fingerspelling, and parents of deaf children need to require of a deaf child the same obedience as of a hearing child. Parents must be respected and must be strict enough to deserve respect.
- There is a need to study the future of various jobs. For example, newer equipment in printing industry has replaced many men, and printing is not a desirable industry in which to place many deaf people any longer since there are fewer jobs.
- Assist students to be placed in jobs where there is a good future and security, as in government jobs.

- Look at pay scales. (He had worked in printing five years and earns less than his wife, who has 18 months experience as a key punch operator.)

- Bad teachers were a problem. Deaf teachers, by and large, were the best, along with hearing teachers who had deaf parents or experience with deaf people. Teachers from public schools (hearing) could not communicate with or understand their deaf students.

- Each cottage should have a washer and dryer so all students could learn to care for their clothes and linens.

- Each cottage should have a kitchen, where all students -- males included -- can learn to cook and clean up, so they will be prepared to live on their own after graduation.

- They need more houseparents and some to help them with their homework and keep other students from disturbing them while they studied.

- Would wish for trained houseparents and houseparents who are not too old and nervous.

- Teach boys and girls to be clean and neat in their appearance.

- Rules about clothing, dating need to be changed. Allow more freedom for older boys. Let them live near the school in an apartment.

- Use the time spent in the cottage more effectively. Students could use this time to read, improve English, how to talk with hearing people, how to get a job.

- Because it is hard for young deaf people to "learn to love correctly," especially if they do not have a good relationship with their parents, they need to be loved and learn that there is a right and wrong way to love.

- If a parent isn't communicating well with a deaf child, it is good to talk with the child's friends and perhaps learn what the child's problems are.

CHAPTER VIII

VIEWS OF PARENTS OF EX-STUDENTS OF THE TEXAS SCHOOL FOR THE DEAF

Twenty nine parents of ex-students of the Texas School for the Deaf were also interviewed by the MSA staff in the Spring of 1972. They were chosen from the list of 50 ex-students described in the previous chapter. Of these 29 students represented in the parent interviews, twelve graduated and 17 did not. Twenty four of the children had been residential students, and five had been day students.

LIVING ARRANGEMENTS:

Sixteen of the parents said they were pleased with the living arrangements and four said they were not. Four others said "Yes and No." Five did not answer. Their comments focusing on the houseparents were as follows:

- Not enough houseparents to supervise duties. Children were not kept clean. Kids did not keep things neat and clean.
- The parents were overseas for three years and felt that one houseparent exaggerated the bad effects of the son's separation from the parents. She punished the boy severely, gave no emotional support.
- Students need more supervised and directed activities in which to participate during free time.
- The family had to move to Austin because their son refused to live in the dormitory.

COURSE WORK

Twenty of the parents were pleased with the course work; nine were displeased. A common complaint was the impracticality of some courses. Representative comments were:

- Primarily, the son had vocational courses. He needed a more basic education.

- He did not get enough math and other academic courses to prepare him for college. He needed more education to compete with the hearing public.

- Training is not advanced enough for employment.

- Son expressed a need for more instruction in English grammar.

- The mother was generally pleased, but regrets that there was no better way to prepare the students for life in the "real" world, how to adjust to people. These children miss "so much."

- The children are not getting a good education. They are not taught to read and word meanings are not covered adequately. Too much time is lost in shop. If a child wants to go to college, he should be trained more in academic subjects and not so much on vocations. They are not prepared to compete in the hearing world.

- He needs courses to prepare him for life. I won't live forever and he needs training to take care of himself.

- Children should be better trained in the lower grades so it would be possible for them to graduate. More deaf teachers should be used. They have a better understanding of the problems of the deaf.

- The teachers are so old. She learned signs and manual language, which we knew she needed, from her deaf friends. She works now with all hearing people. Uses speech.

- Wish she had been taught lip reading as well as hands. She wanted to improve and wants higher type work. She liked to be in school.

- Son did not get much out of school -- whether his fault or the school's. He was not interested or motivated to study or learn.

QUALIFICATIONS OF TEACHERS:

Twenty four of the parents felt that the teachers were well qualified to teach. Two thought that most were qualified and three lacked sufficient information to answer the question. Typical comments:

- Mother visited in classes, and was pleased with what she observed. Patience and courage are required in good teachers.

- The teachers were excellent. (3)

- Some of the hearing teachers could not sign and could not reach the students. The children do not get a good background in reading. This should be stressed.

- Too much partiality is sometimes shown to students who learn more quickly. Deaf teachers have more patience.

HOUSEPARENTS

Fifteen of the parents expressed positive feelings toward the house parents. Some disapproved, but mixed both positive comments and negative ones.

- The houseparents did not seem able or trained to deal with the students' emotional needs and problems. (2)
- Kind and sweet; courteous to parents.
- Some were very good. Others seemed to care very little for the children.
- Some houseparents were lazy. They did not put out enough effort to make the cottages a home. Did not seem to care for the girls.
- Mother stated that she never worried. She felt the children relied on each other for emotional support.
- There were either too many rules, or not enough. They were too strict with some of the children and too liberal with others. The child cannot understand this.
- At first, the school wrote and said she was unhappy and homesick. After six months she had made some friends and was doing better. She seemed neutral about the houseparents.

VOCATIONAL SUBJECTS

Most of the parents reported that their children had taken some vocational subjects, but only 10 felt that the courses had helped to prepare them for employment after leaving the school. Courses taken by their children included:

Woodwork: 8
Printing: 8
Upholstering: 7
Baking: 6
Drafting: 4
Cooking and serving: 4
Auto mechanics: 4
Typing: 4
Sewing: 3
Photography: 2
Graphic arts: 1
Body work: 1

Driver Education: 1	Mattress making: 1
Basic IBM: 1	Welding: 1
Laundry preparation: 1	On-job Training: 1
Dry cleaning: 1	

Representative comments regarding these vocational subjects were as follows:

- The courses were only introductory ones. (3)
- He had to be trained to work at a job after he left the school. They don't spend enough time on any one vocation to train them or to prepare them to go into public life. (5)
- Not so much inadequate, but of little interest to the student. (3)
- The school stressed more manual work than skilled work. Would recommend more work with business machines.
- She took sewing and did not like it. She still doesn't. She was prepared for employment. She would like some higher type work. She wanted to go to college.

Then they were asked: "If you had to name any one person who was most helpful in assisting your child to get a job, who would that be?" Their answers were as follows:

No help from the school: 9
Vocational Rehabilitation Counselors: 11
Son found own jobs
A friend of the family
Vocational Rehabilitation was no help at all

CHANGES RECOMMENDED:

The parents were asked "What is the one most important thing that should be improved at TSD?" Their replies were as follows:

- Curriculum. Be sure the children get a good education which they aren't getting.
- More stress or some training for the slow learners, so they could have skills and not drop out without an education.
- Give the students more in the way of an academic education. The school should not stress the vocational school.

- Lip-reading is the most important thing. It enables them to understand people. More speech therapy.

- Some way to motivate students, give confidence, so they can do better on their own.

- Services for multi-handicapped, especially emotionally disturbed.

- "I can't see that many of the problems have to do with the personality of the children. Maybe better counseling, so they would have someone for the children to talk to about personal problems."

- Provide counseling for parents, as early as possible in the child's life. No one was available to help us establish good communication with our son. His father could never relate to him effectively. (2)

- Vocational planning and job placement assistance. (2)

- Better training in the vocational school. (5)

- Need more trade-oriented vocational courses.

- Probably a little lax on house rules and living arrangements.

- More individual work involving more personnel to help "ungraded" students achieve more.

- Locate a school in the mid-cities area.

- Separate facilities for hard-of-hearing.

- Better houseparents. Increase the student activities. Possible competitive sports on weekends.

- No recommendations. We are just grateful for everything done for our son.

ADDITIONAL COMMENTS FROM PARENTS:

The parents were finally asked if they had any other comments about the school. The replies were:

- I would like for her to continue studying. She enrolled when she was 13 years old and was dismissed when she was 16 years old.

- Very good school. Very helpful and did a wonderful job with son.

- I appreciate the personal interest shown my child at TSD. It was not institutional at all.

- The school should use the new equipment coming out from Beltone and Zenith. If they have voice, the students should be taught to use it.

- The hearing teachers should have to use signs...anything for communication.

- The school does not advertise enough. People should be made to understand the deaf and their problems.

- If son had not decided to go to college, he wouldn't have been prepared for job.

- Ex-students seem to lack confidence; to not achieve full potential.

- Children who were terminated were not permitted to attend senior parties, go on trips, etc. Feels there was definite discrimination and that many children suffered from this.

- Had good cooperation from the health staff and cafeteria service when child was found to have diabetes. This was greatly appreciated.

- Course should be taught in which the children learn to make budgets and how to handle money.

- We just think it's hard to send a little deaf girl so far away from home. Would like for my child to have been able to continue in a school like we had in Fort Worth. The typing she took at TSD helped, but we sent her to a private school to learn the skills she needed to work in the job she has now. These parents visited TSD almost every weekend for the three years their daughter was a student until she could go home on the bus. They noted that children go to TSD from all kinds of home environments and that the group should be well supervised, with high standards of behavior expected.

- My son went to the 8th grade and then was asked to leave. He was told that the school was overcrowded and that he was 18 which was as long as they could keep him. He was interested in school and doing well in classroom subjects, and should have been allowed to graduate. He should have been put in shop sooner, and given more training in vocational subjects that he was interested in. He had to be trained in the mattress factory where he is working now.

- Importance of social development. Must learn to encounter outside work, prepare to meet some rejection. Impatience of outsiders, rather than prejudice, is the problem.

- Help parents to become involved in vocational planning. Very frustrating to see son hunting fruitlessly for jobs.

- Students need to leave home and Austin, and develop personal independence. Some could not adjust at Lee College because they were too dependent.

- Be consistent in the rules and regulations for everyone.
- Better qualified houseparents who can communicate with the children. They should be thoroughly screened before they are hired.
- More interpretation of the overall progress of a child would be helpful. Periodic reports from the child's counselor should be sent to the parents. Scheduled appointments with school personnel should be set to discuss the child's progress and problems.
- The students should receive better supervision and more on-job training.
- A child should be put in a skill that he is interested in and left there long enough to learn it. They spend such a limited time in a number of skills that they can't learn anything.
- If the student is showing progress, he should be kept in school until he can graduate and not be sent away because he reaches the age of 18.
- Less than a year before she was to graduate, the girl decided to get married. She was told she could not stay in school. This was a disappointment because she did want her diploma. She was allowed to take a test, however, that qualified her to go to Nixon-Clay Business School.
- I wish we could have a school in El Paso. I made 6 trips in 9 months. I work in Grant's Store. I had to make arrangements to get one day off so Martha and I could leave early in the a.m. At 6:00 the same day I would be waiting to leave so I could go to work the next day. It was hard to work and go back and forth. Even so, I wish she could stay longer than 3 years and learn more. The clothes she was told to bring and a bag to carry them in cost a lot. Every week I would send her something. (NOTE: El Paso began a secondary program in September, 1972.)
- Son had a long history of emotional problems...needed special counseling which he never received.

CHAPTER IX

ROLE OF OTHER AGENCIES

A number of state, local, private and public agencies provide services for the deaf. The major ones are discussed in this chapter.

TEXAS REHABILITATION COMMISSION

This state agency, financed by state and federal funds, provides comprehensive vocational rehabilitation services to the handicapped in Texas. Since 1970, it has considerably expanded its services to deaf individuals. By law, it works with persons 16 years of age and older and provides a wide range of services, including counseling, job placement, training (on-the-job, formal schools, etc.) and medical.

During fiscal '71, 2,826 deaf individuals were served, with 735 cases closed as rehabilitated. During the last fiscal year ('72), 3,182 deaf persons were served and 938 cases closed as rehabilitated.

Improvements in the program since 1970 include:

- Appointment of a Program Specialist (a former deaf educator) to broaden the range of services to the hearing impaired in the state.
- Increase of deaf rehabilitation specialists from 7 to 14.
- Inauguration of a project in Baytown which utilizes the resources of Lee College to provide vocational and/or technical training.
- Standardization of aural rehabilitation guidelines to upgrade quality of services.
- Establishment of Vaughn House, a transitional house for deaf men in Austin.
- Establishment of a centralized treatment center for the mentally ill deaf at Austin State Hospital.

- Planning of cooperative programs in five county-wide day schools for the deaf.

The agency has provided a rehabilitation counselor stationed at the Texas School for the Deaf in Austin for many years. He works with students age 16 and over to assist them in realizing vocational objectives. He also places graduates of the school on jobs or helps them enroll in further vocational training.

DEPARTMENT OF MENTAL HEALTH AND MENTAL RETARDATION

As mentioned above, this state agency has established a special facility for the treatment of deaf persons who are mentally ill. This primarily serves persons beyond the school age. However, during the 1971-72 school year one 13-year-old child who was having emotional difficulties stayed at the Austin State Hospital and was taken to school during the day at the School for the Deaf. (Her mother was a patient at the Austin State Hospital also.)

Two of the residential schools for the mentally retarded have developed special programs for the deaf mentally retarded. Some of the more severely retarded children attending the School for the Deaf in Austin have been referred to these facilities.

DEAF-BLIND SERVICES

There are approximately 400 children in Texas who have visual and other handicaps in addition to their hearing impairment. About one-fourth of these are in schools for mentally retarded since severe retardation is sometimes present in these children. Others are being served in a special regional program financed by federal and state funds and headquartered at the Callier Hearing and Speech Center in Dallas.

In September, 1972, the Texas Education Agency established a special deaf-blind program in Austin at the former Confederate Women's Home. It is under the administration of the Texas School for the Blind. (Volume I of this study discusses this program in more detail.)

TEACHER TRAINING PROGRAMS

Teachers for the hearing impaired are being taught at eight universities in Texas. These special programs are at:

The University of Texas at Austin
Lamar University, Beaumont
University of Houston, Houston
Texas Christian University, Fort Worth
Southern Methodist University, Dallas
Texas Tech University, Lubbock
Trinity University, San Antonio
Texas Women's University, Denton

These programs use the deaf education programs in their vicinity for internship training. Some have also provided special inservice training programs for both academic and non-academic personnel.

Eastfield College, a junior college in Dallas, also operates a special training program for para-professionals who work, or plan to work, with the deaf.

SPEECH AND HEARING CENTERS

There are a number of these in Texas, some located on university campuses and some independent non-profit agencies. They are a resource for special diagnostic and evaluation services. Some of these also operate special classes for pre-school children.

The largest program is at the Callier Hearing and Speech Center in Dallas which has been discussed previously. The Houston Speech and Hearing Center also provides a high quality of service but to a much smaller and select group of hearing impaired.

THE TEXAS DEPARTMENT OF HEALTH

This agency provides hearing aids for needy deaf children as well as providing other medical services for handicapped children.

Unfortunately, the maintenance of a hearing aid through the years can be as costly as the original cost. Another problem is the proper fitting of the aid for the specific hearing problem of the child. Although hearing aid dealers provide a useful service, the selection of a hearing aid can be a complex problem. Also, it is not easy to determine when a hearing aid is not working properly. If not re-evaluated periodically, the child may not be getting full benefit from the hearing aid.

Hearing aid dealers are licensed by the Texas Board of Examiners in the Fitting and Dispensing of Hearing Aids, created by the Legislature in 1969.

In sum, the provision of a hearing aid is only one part of the problem. Maintenance, periodic re-evaluation, etc. are the other factors which determine whether a child is able to make full use of his residual hearing.

THE TEXAS COMMISSION FOR THE DEAF

The creation of a Texas Commission for the Deaf has been urged for many years. A Texas Legislative Council Report in 1966 (Facilities and Services for the Deaf in Texas) made this as its first recommendation.

Legislation was finally passed in 1971 but funds were not appropriated until the special session of the Legislature in June, 1972. The appropriation provided $28,800 for the fiscal year ending August 31, 1973. An administrator and secretary were authorized.

The Commission is composed of six members appointed by the Governor. They serve six-year overlapping terms.

The legislation specifies the duties of the Commission as follows:

- It is the agency responsible for rendering all services to the deaf except those services which are, by law, the responsibility of the welfare, educational or other agencies of the state.
- The Commission shall conduct a census of deaf persons in Texas and compile a current registry.
- The Commission shall serve as an agency for collection of information concerning the deaf and related matters and the dispensing of this information to interested persons.
- The Commission may accept gifts, grants, and donations of money, personal property and real property for use in expanding and improving services to deaf persons of this state.

In addition to these specified duties, the Commission in essence serves as an advocate for the interests of the deaf and provides coordination to the various programs serving the deaf.

The Commission anticipates receiving special federal funds to assist in carrying out its program.

ASSOCIATIONS FOR THE DEAF

There are a number of national associations serving deaf persons as well as several organizations of professionals engaged in deaf programs.

In Texas, the Texas Association for the Deaf (TAD) is a general purpose organization of deaf persons. It is an affiliate of the National Association for the Deaf.

There is also a Parent-Professional division of the state association which meets statewide annually. There are also local chapter meetings periodically.

The Texas Society of Interpreters for the Deaf is composed of members who are competent in the use of sign language. They are available for services in courts, public meetings, schools, churches, etc.

CHAPTER X

COMMENTS FROM CONSULTANTS

The consultants to this study met with the MSA staff, TEA staff, and representatives of state and local deaf education services on two occasions. The first meeting was held in San Antonio, April 14, 15, and 16, 1972. The second meeting was held in Dallas, June 23, 24, and 25, 1972. (A list of participants at each meeting is shown beginning on page 133 .)

The transcripts of these meetings are being published in limited quantity as Volume III of this series of reports.

Because these "brain trust" sessions laid the foundation for the recommendations in this report, some of the more pertinent comments are included in this chapter.

COMMENTS REGARDING THE BASIC PROGRAM OF DEAF EDUCATION

(Note: Near the end of the second day of the second meeting, Mr. Eskridge posed the following question to the four out-of-state consultants: "Now, if you had the opportunity to design a program that would contain for a state all the elements of a good program, what would it be?")

Brill: First of all, there is value in diversity -- there should not be one universal type program.

We should begin with the evaluation of children -- there should be periodic evaluation and it should begin as early as possible.

We're talking about an educational program that is going to try to serve children in rural areas and in urban areas. I think the program should be based on certain kinds of things that tend to make a program good wherever it is. First of all, it must include qualified teaching staff. It must also include a sufficient number of children in the program to have several people on the teaching staff -- you have to deal with the matter of chronological age span.

Then, if we have a number of teachers, it is important to have qualified supervision, which means somebody there who knows more than the teachers, because he had had this kind of experience plus other experiences.

And then these programs should have certain peripheral or supportive services: psychological services, audiological services, and certain other services.

We would also have more than one school because we've got geographical distribution and we have different kinds of children -- children who need vocational programs, those with multi-handicapping conditions.

Because of geographical dispersion of students, you're going to have to have certain residential school programs. However, with current modes of transportation, it should be rare that we should have to have 7-day residential schools. In most instances it should be possible for children to go home on weekends -- to maintain family interest, etc.

Silverman: I would agree with most of what Dick has said, but perhaps I might organize it in a different way. I think at the center of our plan would be the child. He's the object of our consideration. Now, what is it that we have to do about him? Well, first we have to find him and we have discussed previously various aspects of case-finding.

Let's look at what we have to do. We keep setting a behavior objective for everyone in the world but ourselves! One of the kinds of behavior is that we have to find them. A second thing is that we need to evaluate them. Another thing we need to do is to prescribe, whether it's the kinds of the particular capacities that need to be assessed and then developed at the pre-school level or at a higher level it's the individualized instruction kind of thing -- whatever it is, we have some kind of prescription.

Then another thing we have to do is instruct them -- to carry out instruction rather than therapy.

Another part of the program is all these supportive services that have been mentioned. We need to monitor the whole process as it goes on -- to evaluate and then prescribe the next step.

Finally, we have to provide for releasing the whole process to some other agency.

I see the Texas Education Agency having certain broad responsibilities, the first of which concerns financing. And here it might be interesting to look at costs -- costs per child, costs per evaluation, etc. What alternative forms of service could present certain cost benefits.

Another job for TEA is to evaluate and monitor -- and I don't mean that this is anything inspectorial, but rather guiding, and counseling, and helping. And this is one of the ways that you could get at some of the outlying areas. The agency should have available the kinds of consultants who are sitting around this table to help in an area, wherever they are. But, whether evaluation -- monitoring -- can occur without control requires a bit of delicacy of other kinds.

In regard to vocational training, we have the perplexing problem of preparing people for jobs today that don't exist. And that's perplexing to all of us, not just to the deaf. So we ought to be thinking about that, and getting prepared for it.

And there are some principles that need to be considered here. One of these is the principle of varying need, another is the principle of diversity -- and still another is what kind of options within the framework can the state develop? Again, we can pursue this, taking one of the hottest issues, the communications issue. I could make a good speech here -- I think that it would be in hand -- for showing how inadequate the evidence is, all the evidence we have from a scientific point of view. Based on that, not knowing all of that, we should still have some choices available to our people, and I'm not speaking specifically of communications issues. There's the residence-day and a lot of other kinds of contexts that I'll come to in a moment, but anyway, to provide other kinds of diversity -- and while they are providing it -- the TEA will be doing this. So they'll take it upon themselves to say, well, we've got the diversity, but for the next five years let's watch this thing carefully. Ask the right questions and so on and try to get some answers from this. I think that will be a very crucial kind of responsibility. And it might be worth some money to recruit some people who could really do that -- and this would be their only task. In the long run, it may save you an awful lot of dollars. Not to mention grief from pressure groups of one sort or another.

Another very important issue is what I would call the specialized versus the general context. By specialized context, I mean that we know about the needs of deaf people as best as we can define them, and so on. And we have places whose chief focus is this disorder, as best as we can define it. Many, of course, exist; that's what we're talking about, versus some kind of generalized view, where you're not talking about deaf or deaf-blind, but you have a place where individual prescriptions are written and evaluated and carried out on the basis of some of these skills. They are programmed, if you will. My view about this would be that we probably have to limit our specialized programs in the immediate future, but again that the state should try to arrange for some of these and you see how they go.

But that would be an interesting kind of option from the administrative point of view. They might even be contracted for, and so on, see how that goes. So that again, the thinking of the inquisitor, of the inquiring legislator, I'd say I really don't know, but here are some ways that we can find out, and at the same time, we feel that we're not doing a disservice, we think, if we monitor it carefully through the children.

You see, there's a moral issue involved in a lot of this. On the one hand, withholding something from a child; on the other hand, experimenting with them, giving them something you're not sure of, is immoral. And we have to deal with that in some way. You say this is the really more moral thing that we know to do, is to try to find out for ourselves.

And then, another principle here to recognize is that the sources of our funds are not inexhaustible. So the principle here is a kind of cost-efficiency principle.

Mayo: I've been thinking for part of the day about the difference between what an individual thinks he needs, what he really needs, and what he wants. And I can illustrate this with a story. A gentleman was on a plane between Bangor and Boston, and a lady came in just before the plane took off and sat down by him. He hoped she wouldn't divert him, because he had some records to write up. She immediately started a conversation. She said she was going to Boston to have an appendectomy. He started to say, "Well, I hope everything comes out all right," but he caught himself and said: "Well, I hope you have a quick recovery and so on," and she said, "Yes, but that's not what I need." She said, "What I need is a tonsillectomy." He said, "Well, maybe the doctor will take care of that, too." Then she said, "But that's not what I want -- what I want is a permanent!"

We have talked about what we believe students need; but we must recognize that they do not always recognize their needs. The ultimate to be hoped for is that they will want what they do in fact need. When they do not, a lot of skill and patience are required to help them see and accept what they really need.

I would just like to make the following comments on what Dr. Silverman and Dr. Brill have said. They've really laid out a basic program, which I think is very sound. If I were asked to name the main objectives to carry out some of these things, I would mention first of all quality and availability.

I would hope that all of the services that we're talking about here would be readily available to as many people as possible, whether this means bringing people to the service or taking services to them. I think a state as large as this one has to try both those methods.

Surely it is important for parents to have options; and for students, too, as they become aware of what is available and what they want. And as the services increase in the state, I would hope that they would be articulated or coordinated in such a way that students could move from one to another as their needs indicate. There should be a close enough relationship between the services that Callier is offering and what is being done at a county-wide school and at the state school. There should be a real flow from one to another, so that a student can go from one to another for a needed service for whatever period of time is indicated.

I sometimes think in this connection, of the difference between a tag and a ticket. A *tag* means that this is the way a child is and this is the way he's going to be, period. A *ticket* means that we believe he can go somewhere, progress. We need to give more *tickets* and fewer *tags*. The latter actually reflects our lack of imagination and creativity.

Everything that's been said here today means to me that three things -- quality, variety, and the content of the program -- are the key things. We may say all we want to about residential care and its advantages and disadvantages, but if it has a program of quality and creativity and imagination, kids that should *not* be there *will not* be there, by and large. When they should move on to something else, they will. And I think that it's very important to have the leadership in the hands of people who believe that and who will see to it that the kids will move as they should move to get the service they need. A really good program is its own best critic.

And, it's very important to have some kind of built-in research to determine how we are doing, to enable us to see objectively the results of our efforts. You can't do that after the fact; I think that you have to have it built-in.

I like very much what has been said about the relations between the residential school and the community, so that kids have some experience with the hearing community, and again confidence when it comes to dealing with people who are different than they are. And, let's not forget that this is just as good for the community as it is for the kids.

The use of generic facilities and personnel for the deaf, though they were not set up for the deaf, is very important. During the last ten years a real effort has been made to interest generic social work and educational services in the needs of the retarded, as opposed to building up a lot of new services exclusively for the retarded. This has been reasonably successful.

And finally, I would say that the monitoring that was suggested by Dick, i.e. some way to place responsibility in the state to see to it that a deaf child or adult isn't lost is very important.

And in all of this, I would certainly want to emphasize another thing that has been said today. Participation of the deaf in planning and in policy-making and in administration is absolutely essential. I think that one of the mistakes that we have made is to assume that somehow we know exactly what ought to be done for people we are trying to help. We should include these people -- let them teach us and guide us. They may not be objective at times, but neither are we, so I would say that this is a matter of major importance.

Stewart: Some of you may know of a book Crisis in Child Mental Health. The part that impressed me the most was the idea of child advocacy. You need to help them achieve their objectives and not impose arbitrary requirements on them. And this means trying to understand them.

I have down the elements that I think are important. Some of them overlap, but I'll be expressing them my way. But I think that any program should work with the public health service to identify the deaf children as early as possible. When you identify deaf children early you can help them more; if you wait until they are six or seven, the most formative years of their lives are lost. Then, once you have found deaf children, you should implement a program to help the deaf child or parent, but you have to understand them to help the parents and to communicate with them.

And then to total communication: the word I like is "full communication" which doesn't leave a stigma on any word form, but it includes all forms of communication equally. I think this must be a part of the program.

And I think that there must be a basic improvement among all people who work with the deaf in Texas and other places also. I think there should be an office of a director of deaf education to give overall direction to the program. There should be a mechanism for keeping the universities close to the schools. There will be less friction if the schools are working close together.

One thing that I feel is very important is work opportunities for children in the school. At the Marquand School for the Deaf, the children help out in maid service and maintenance and all kinds of jobs that there are at the school. The deaf children involved developed work habits, not in a class, but by working.

This experience of working will give the children work habits and attitudes toward work that you cannot get in any classroom.

And I also feel that there should be maximum opportunities for the deaf child for education, which are available to the hearing children. And I think there ought to be an exchange program where deaf children go to the hearing school and hearing students come to the School for the Deaf and work with the deaf children. We should have it an open school where the community can come in and get involved and you've got a lot of interaction between everybody.

Too often schools are closed to the community, and the community is closed to teachers. So if schools can open up and let the community come in, everybody will benefit. And you don't stop at secondary education. But you continue at post-secondary education, because I think that it is unrealistic to expect for 18-year-olds to get one job and stay there the rest of his life. It doesn't work like that any more.

I think that there's this one basic weakness in most areas. Many criticisms that are aimed at the schools for the deaf are not justified, but they're doing their own job they cannot do the whole job. Deaf kids who are 18, 19, 20 need further experiences, and they can get those from post-secondary training centers. What's necessary is a place for them to go and they can understand what's going on. I guess that's that.

Brill: Might I underline Larry's comment in regard to post-secondary education for another substantiating reason. We're all aware, certainly, of the changing social scene, and this is further emphasized by the 18-year-old law. Anyone who's an administrator of any kind of school, but particularly a residential school that includes younger ages and ages right up on through 20, can't help but be aware of the fact that you have an entirely different ball game today with your 18, 19 and 20-year-old student if you have any, as compared to what you used to have. You keep saying, "Well, the Texas School for the Deaf, by law can educate students until they are 21." I don't doubt that -- so can the California School for the Deaf -- but when another law says that the 18, 19, 20-year-old has all the privileges of an adult, including drinking and everything else under the sun, you have an entirely different kind of problem.

So, I really think that it's unrealistic to think that the residential school is going to be able to have as residential pupils 18-year-olds and up in the future to do a very effective job, and yet, as Larry says, their education shouldn't terminate at 17 or 18, and therefore we really have to be thinking of a different kind of structure for the education of those people.

I would suggest the possibility that the educational program be in schools --let's say public day schools or other places where housing is available. Arrangements could be made to pay for board and room in a resident center in the community -- not in a residential dormitory situation.

Glorig: I don't have very much to say, except to emphasize two things that I've been quite concerned about throughout this session and many other sessions that I've sat in.

One of these is that I don't think today that we've exploited the benefits of amplification properly. And I think this is something which we must look at very hard before we talk about means of communication that don't make use of residual hearing.

And second, I hope that the group is going to come to some final decisions and take a very hard look at existing facilities and see how these can be used, rather than go off in some cloud up in the sky and start building new model schools and new modern this and goodness knows what.

Beggs: Diversity is the key. I think it is necessary that we have to plan a variety of programs to meet a variety of needs for a variety of children. I think that the sooner that we can get away from thinking of the program for the deaf child, the better it will be. The second point that I would like to see us, or to see you, pursue is to really try to shed the shackles or at least the traditional framework within which current educational programs have been operated, both the curriculum and structure and organization. And really try to think freely while trying to realize the administrative headache about coping with things that are really way out. I think that if we are going to make change, and I would assume that the report of this committee would have profound effect for some time to come, I would like to see you really take in all the possibilities, even those that don't seem real feasible at this point of time, but even if they were remotely possible, and that's it.

Howze: I would like to add to the point that Dr. Glorig brought up on amplification. There has to be some type of state agency that can supply speedy and adequate funding for needy families that can't afford a hearing aid. We have this for children who we're trying to get hearing aids for, but they're simply out of money. One in particular we've been told -- he needed it a couple of months ago, but they have no funds until September 1st, so this means that he's lost two months of this school year and at least one, if not two, of next school year.

Glorig: Two reports on hearing aids have been issued. One is ours and another is from Colorado. Of 200 children with hearing aids, 100 hearing aids were completely unuseable. Out of 100 hearing aids studied in Colorado the whole 100 were not doing what they should be doing. There's something basic in amplification that we have to look at.

COMMENTS REGARDING THE SCHOOL PROGRAM

Brill: (in response to a question, "Is there any magic in the educational training of deaf people that can be performed only in a residential setting?"): I'd like to say first that the residential school doesn't have any magic to do things, merely because it's a residential school. But, a residential school has certain opportunities to do things if it has the staff to carry these things out, and the financing to get the staff to take care of other things; and, if it has a certain amount of imagination among the staff resulting in developing programs that may be implemented there.

One of the first things that I think that a residential school has the opportunity to do is to utilize more of the school day for positive purposes than can be done in a nine to three situation. Now this isn't to say that it is done. You have to have a program and people who are willing to do it. Everyone who is deaf has a real handicap. The handicap means then that you have an educational lag that we're all aware of. It's the language lag.

Even the person who is experienced with deaf people comes up surprised almost daily, hearing something that this deaf child, this deaf person doesn't know. He just hasn't thought of it. Most of the things that deaf children know are the things that they have been specifically taught. This is in contrast to the rest of us, who have verbal input all of the time, because we were never able to close our ears unless we were asleep.

But the deaf child, in terms of concrete things, is more or less limited to learning from nine to three, because this is what is available. Any way that we can expand the positive input is advantageous. One way we attempt to do this, and this is very important, is through social hygiene. This is an actual teaching program and this covers many kinds of things, including, but not limited to, sex education. An important part of it is may be reinforcement things that should have been taught in the classroom, but perhaps were not. Much has to do with the family, the home, the work of the father and mother and many things of this nature. It includes the kinds of things that pertain to manners, how you behave when you go to visit someone. Many deaf people go and visit others and they never know when to leave. They stay and stay and they never finish. Well, this is an input, a small item, but it's the kind of thing that they really have to be specifically taught.

We have more counselors than are necessary for taking care of children in the dormitory so that we can carry on an institutional type program in our residential facilities. This is one kind of thing that we can do in a residential school with children.

Our population is an inverted pyramid, proportionately having more older children than younger. We get children feeding into us as they get older. Now, all my discussion at the moment is just for our regular program, not for the multihandicapped, and of course there are 530 children that are in the regular program. We organize them academically in what we call four departments. In what we call the Lower School are about 90 children of ages about six to nine; in the Elementary (which is ages nine to 12) there are about 120 children and our Junior High has about 135 and our High School has 220.

Another item of which pertains to all of our children -- the matter of communication. I'm talking now of their communication with their peers and with adults. And as you all know, we allow the use of any kind of communication at our school; we provide the opportunity for the child to have free communication with his peers and the adults with whom he comes in contact. This is a great benefit to him in a couple of different ways, one of which is in the field of mental health. Free communication leads to less frustration. The other is a great broadening of experience. When we allow free communication and if you observe this -- you see them literally expressing within their frame of reference, many, many things that may not be accurate, but nevertheless, they're concerned with, and that they would not express if the communication were really limited one way or another. Now, Larry has brought this matter up of communication between children and their own parents and it's essential that the parent find out what is happening. The State has to be responsible for the education of any and every child. This means, of course, that we have children from all kinds of families, all kinds of persons, some of which are ideal and many of which are less than ideal.

All too often we have the situation where parents bring a child to my office who is eight or nine, or even 12 years old. The parents discuss something that is going to happen the following week, such as going on a trip. The family asks me to tell the child about this. Now, this is something that is very factual. If the parents cannot communicate with this 9, 10, and 12-year-old child with something that's as factual as that, it's obvious that they're not communicating with them about many, many other things and certainly not things abstract. And so, if he's in the residential situation with an adult where he has the opportunity for all this broad type of communication, this is going to be greatly beneficial to him.

(Question: "What mechanisms with all your years of experience, do you see that we could set in motion to prevent the situation that occurred here?")

Well, there you get down to the gut issue of the philosophy of communication. That issue is whether there is going to be exclusively oral communication or whether there is going to be any and all means of communication. And if it's the philosophy that it's going to be exclusively oral communication, when the child is not able to communicate receptively or expressively, then the child is not going to communicate effectively.

What we do is that we recommend to the parents that they learn to communicate with their child with signs and finger spelling. Now, throughout Southern California, there are many adult classes in manual communication that adults may take.

We require teachers to learn manual communication and we have in-service training for teachers to provide instruction in this. We have teachers from Central Institute and other places and counselors and others who may have never seen a deaf child before coming to us. So, we give them inservice training in finger spelling and in signs so that they can communicate with deaf children. Other children who enter our school, almost without exception, communicate manually. But frequently it is not very good manual communication so we have special classes in finger spelling for those children who are coming in from other agencies.

I feel strongly about the matter of learning language and the English language in correct syntax. I recognize the fact that people can communicate in signs and know that this is the sign for mother and not know that MOTHER is mother. When dealing with content material signs are useful for getting over concepts. But everybody has a responsibility for teaching the English for the concept and the sign is not English for it. But this comes to a different sort of problem, so you have a dual responsibility to teach the concept and also to teach the English.

Stewart: Let's start with the basic principle we get from psychology. The time from birth to six years of age is basic for psychological development or for communication development. This is a fact -- there is no question about it. Therefore, if you are to be effective you have to reach them from birth to six years, and this is what most schools have not been doing. And very little has been done in pre-school education, and also it's a fact that most parents have little knowledge about deafness and therefore don't know what the future of these children will be.

Now if this continues I question whether the education of the deaf can be fully effective.

Bangs: In the program that we have (in Houston) we can be flexible, and we make our own rules, but maybe some of these rules can be adapted at the state level. When the parents of deaf children come into our program, they have three-week training programs, five days a week in our center. The purpose is two-fold. Number one is to help the parents understand hearing impairment and to understand amplification, and what it will and won't do. And some idea of what's down the road in some such program. The other part of the program is to get a hearing aid on the child. So that is managed by an audiologist who has skills in these areas. The second person who takes charge is the teacher and every parent in our program -- when he enters -- not only signs whether or not they'll have photographic release or whether or not they'll take field trips, but they also must sign that they will attend all parent conferences.

If the parent cannot attend parent conferences, the child goes on a waiting list because our classes may be one hour a day and we do not feel that we can change the child's behavior without the parent's cooperation.

The third person who helps in dealing with the parents is other parents. We have made video tapes of the parents talking to their hearing impaired children who are out in high school. And then we bring all our parents in and they view this particular tape, and actually the mother is saying to her child, "What was your biggest problem when you went into first grade?" "What was your biggest problem on dating?" "What was your biggest problem here," and they turn it back to us. After the video tape is completed, then the parents in the audience ask questions, not of us, but of this mother. And the mother then comes in and gives answers about what's happened to her in her situation and I think that parents could be used very well in these kinds of programs.

NEED FOR IMPROVEMENTS IN SECONDARY LEVEL

(In response to a question, "If you were suddenly given more funds to spend either on programs below age six or on programs for the 17, 18, or 19 year-olds, which age level would you choose?")

Brill: A lot of people around the country are on the kick of early childhood education which is important and which we may feel the effect of, hopefully, nine or 10 years from now. We've got thousands of kids in school now. So, if you gave me the money to spend it on a certain age or place, I would spend it on the secondary level to build up for those who are there now, recognizing I can't raise a seventh grade level to a tenth grade level overnight or even in three years. But I might be able to raise it a year or two. These others come through with more preparation below, I would keep on raising it for them.

Silverman. I would want to say what Dick said in another way, and that is we keep expressing this difference in a magnitude, I think that it's hard to express it in years. To say that they are three years behind. The assumption is that they do exactly what others do, but they do it three years later. But that is not the true measure. And of course, our society does make that measure. In our institution we have a theoretical conflict within our people who teach the children. One teacher is not concerned with their reading level, with getting that higher score, although some of them do.

But she said, we don't want to kid ourselves. She speaks of horizontal enrichment. Twenty or thirty different ways of saying the same thing.

Secondly, the question, whether you will put the money into the three year old level, or at the secondary level. Despite all the enthusiasm about the pre-school level, you hear about these days, all the evidence about that isn't yet in. I mean it just isn't quite in yet. And there are a number of questions raised and one is what is its measure of its effectiveness.

I think that there is something deeper that needs to be considered. And that is the assumption, and I said something about this yesterday, we only touched upon it...that all pre-schools are uniform, that they all do the same thing. But the fact is they don't! And I just took the extremes yesterday. In fact they range all the way from making a teacher out of the mother to what I call a kind of psychiatric approach or get them to accept that they have problems. There's a whole laundry list about the troubles the parents are having with the child, which isn't always the case. But we have no uniformity. And we go back to that volume, I gave you, there's a section on it about the ranges of activities there are, plus the fact that there is no feedback to those who are doing anything about the effectiveness. But that's a caution that I would make.

Now another way for me to answer Charlie's question is, what do you do in your own place? We're placing our bets on the way we do it, but also being our own Devil's advocate, and asking searching questions about where we are going, or analyzing it on tapes in the inter-reaction between the parent and the child, they're trying to develop linguistic measures and many changes in their language ability and so on. And my answer would be that

I'd put my money on the early education with these cautions: Some way you've got to place bets, and that's what you're asking, we've only got one choice, not two. Well, I expect that I answer out of sensitivity out of background.

Now, in my own case, in my own family, I would put my money on the secondary, not in the college, and not in the elementary school. I would put it in the secondary. That, like the pre-school years is an age where a child faces a number of roads, on which he is going to travel emotionally, in which he's going to travel intellectually, on which he's going to travel vocationally. In fact he is almost faced with the dilemma of overchoice. There's this great big world out there, and so your're catching him in another crucial stage in his development. Puberty is taking place, and now we impose on that all these other things on the counter culture that we're dealing with, so I pick it out as a critical place in one's whole development, one's whole life style, in which one's life style is taking shape, in that awful time between independence and dependence. For some it goes on forever, and I'm aware of all that, and that's why I say I would put the emphasis there.

CHAPTER XI

A RECOMMENDED PROGRAM

PERSPECTIVE

The State of Texas showed its concern for the education of deaf children beginning in 1856 when it established the Texas School for the Deaf in Austin. The school at that time reflected the thinking of deaf educators of that day and was probably on a par with other such institutions in existence.

It was almost a hundred years later before any significant changes occurred in the program. In the 1950's, new cottage facilities replaced the old dormitories on the campus. In the next decade, the concept of countywide schools was developed and implemented. This permitted many deaf children to remain at home and attend classes during the day. Again, it was a step forward and reflected the thinking of deaf educators at that time.

But in recent years, new concepts have developed and the time has come to make still another step forward if Texas is to keep in step with national progress in this field; if the deaf children of this state are going to be given their best chance to become independent, self-sufficient individuals in our society.

WHY THE NEED FOR CHANGE?

In Texas, and nationally, the achievement levels of deaf children are significantly lower than for normal children. Less than 10 per cent of those who attend secondary schools go on to college -- most deaf students are unable to meet even minimum college entrance requirements -- and many who enter do not graduate.

Several studies done nationally indicate that the highest grade level achieved by deaf students is equivalent to the seventh or eighth grade. Poorest scores are found in reading tests (paragraph meaning and word meaning). Best scores were recorded in arithmetic computations and spelling.

Among former students at the Texas School for the Deaf included in the survey mentioned in Chapter III, only 27 per cent received a high school diploma. The largest number, 38 per cent, merely received certificates of attendance; 21 per cent dropped out or were dismissed; and 12 per cent received elementary certificates.

Yet, a few of these students were able to go on to college and to reach a high level of success. One of the consultants to this study, Dr. Larry Gene Stewart, is an outstanding example of an earlier graduate of TSD who succeeded in an outstanding way. Many others have succeeded job-wise working as draftsmen, computer specialists, etc.

One of the main problems of low achievement is due to a late start in language development. Without some means of closing the educational gap of the early years, students may expect to spend five years in school before passing the second grade level.

ESSENTIAL ELEMENTS OF A COMPREHENSIVE EDUCATIONAL PROGRAM FOR THE DEAF

A. FROM BIRTH TO SCHOOL AGE

For the normal hearing child, the period from birth to six years is a time for significant language development -- even though he is not receiving formal instruction. He is able to develop a large vocabulary, to connect words into meaningful sentences, to learn that words that sound alike actually have different meanings, and to express himself vocally.

For the deaf child, this early period can be frustrating and handicapping. Since he cannot hear his parents or his own voice, he has nothing to imitate, nor can he tell when he has produced similar sounds or words.

> "...here is found the closest modern equivalent to the linguistic state of pre-verbal man. To be born without the ability to hear is to be born without the natural ability to acquire verbal language; without verbal language, normal human development is blocked."[1]

If the deaf child receives no special training before the age of six, he enters school several years behind his peers. More than that, the lack of communication and language development in these early years may lead to other emotional and behavior problems. This is why progressive states like Maryland and North Carolina are working with parents of deaf children, teaching them to communicate with their children with the use of signs (manual communication).

Although there is much controversy over the use of signs with small deaf children, the proponents appear to be gaining acceptance. One of the outstanding proponents has said: "To refuse to sign with a deaf child is as cruel as refusing to talk to a blind child."

Another major reason for early intervention is that many hearing impaired children can benefit from the use of amplification equipment. Currently, there is no organized program to find and diagnose hearing impaired children in Texas. Thus many children with hearing impairments are most likely not receiving the early attention required.

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[1] Levine, Edna S., The Psychology of Deafness, Columbia University Press, New York, 1960

The parent is the prime educator in these early years. In the few states where intensive work with parents is taking place, the home teacher goes into the home early and orients the parents on what they can do for their deaf child. At age 18 months to three years, parents may bring their child into a special facility where the parent works along with the teacher for one to several hours.

At age three, many deaf children are ready for a pre-school class. During 1971, 250 deaf children were in pre-school classes in Texas. These are found only in 16 metropolitan areas of the state.

Diagnostic clinics, with varying levels of service, are located in some of the metropolitan centers. The largest and most complete range of services is offered by the Callier Hearing and Speech Center in Dallas. In this center, and at the Houston Speech and Hearing Center, some efforts have been made in those particular metropolitan areas to conduct general screenings of the population although these have been confined to specific areas of the counties.

Bills have been introduced in past sessions of the Legislature to require physicians to report hearing impaired children to the Texas Department of Health, but such legislation has never passed.

Although the county-wide schools have had the advantage of permitting the deaf child to stay at home they have been patterned after the regular school programs. They do not have as their role working with parents and deaf children in their home -- nor do they have the funds or personnel to do it.

In summary, then, the first major shortcoming of the Texas program of deaf education is the lack of attention at the birth to six year period. Parents are being involved only in a minor way if at all and the children are being handicapped even greater by not receiving attention during these early years.

B. SIX TO FOURTEEN YEARS

Under the legislation establishing the county-wide schools, children in this age group must be educated in their home community unless there is no program available or there are special circumstances (family problems, etc.) which would make it desirable for the child to attend Texas School for the Deaf in Austin. Approximately one-third of the children at TSD are in this age group. Those six through eleven are located on the East Campus, (approximately 200 children)

During this age span, the children are probably receiving the most appropriate services. Classes are usually limited to eight children which permits more individualized attention.

Some of the problems in this age group are:

- The children in this group should ideally be still living at home and those attending the Texas School for the Deaf should at least be home on weekends.

- Classrooms provided at TSD and in the county-wide schools are of traditional construction. They are not equipped properly from an accoustical standpoint. In fact, the classrooms at the East Campus are in the flight pattern to Bergstrom Air Force Base.

- Although funds are provided for the initial purchase of hearing aids by the Texas Department of Health, there are no funds for maintenance of hearing aids, which can be more expensive than the initial cost. Further, in the latter months of the fiscal year, funds are sometimes depleted.

- Finally, there is no system of outside evaluation of the deaf education programs. If the quality of teaching deteriorates, if the children are not progressing, there is no way of knowing this.

C. AGE FOURTEEN TO TWENTY-ONE

Although the deaf children are legally able to stay in school until age 21, it is rare that they do. By age 18 they either graduate, or they are terminated. Some have dropped out by this age.

This is a period when vocational education is important. It is also an appropriate time for on-the-job training, but it is rare for the schools to arrange for such placements.

The deaf are frequently hired for jobs that are below their capabilities. They need special help on how to apply for a job, whom to contact, how to prepare letters, resumes and application blanks. They must be taught how to conduct themselves during an interview, how to communicate with supervisors and co-workers. They need to be taught what to expect on the job, how to avoid situations which could lead to being fired, the importance of being on time, not being absent, etc. Prospective employers need to know what to expect from the deaf employee.

As mentioned in Chapter III, the Texas School for the Deaf has recently revised its curriculum -- it has adopted a new program of career education. This is an important step forward for this school. Other steps need to be taken and these are mentioned later.

COST OF EDUCATING DEAF CHILDREN

The cost of educating deaf children in Texas depends greatly on the program the child is enrolled in. The highest costs occur at the Texas School for the Deaf which, in addition to the teaching and classroom cost, has the expense of seven-day residential care (cottages, houseparents, food service, etc.).

The next highest cost is the county-wide program where the State has a more liberal allowance than for the regular school program. Per pupil costs in the Pre-School and the "Plan B" program are approximately equal, but the local schools also spend additional amounts for buildings, maintenance, and other items.

The following table summarizes the costs for the 1971-72 school year.

STATE EXPENDITURES FOR DEAF EDUCATION

1971-72 School Year

	Total	Per Pupil
Texas School for the Deaf	$2,572,442	$3,543
County-wide Deaf Schools	2,558,452	2,026
Public Schools (Plan B) .	297,451	1,026
Pre-School	180,418	1,100
Total	$5,608,763	

Expenditures at the Texas School for the Deaf, as mentioned, are higher due to seven-day residential care. Of the 726 students enrolled in 1972-73, 610 are residential students and 116 are day students living in the Austin area.

There are 274 employees at the school, but only 115 are instructional personnel. Houseparents total 88, and administrative, secretarial, and maintenance personnel total 171.

A NEW COMPREHENSIVE PLAN FOR DEAF EDUCATION

The State now spends some $5.3 million annually for deaf education in this state. An additional $338,000 in federal funds is also involved. Yet, about half of the funds are spend in local programs over which the state exercises no supervision. The county-wide programs, accounting for $2.5 million of the total, are under the supervision of the largest school district in the county. Unfortunately, it is in these largest school districts where a small group of children with a severe handicap are most likely to receive little attention. The problems of the urban district with high percentages of minority populations and with many other problems plaguing the urban district, result in attention being focused on other urgent problems which prevent attention to the problems of deaf education.

Since the State is basically paying for the entire cost of the county-wide programs it should provide more direct supervision over them.

> *RECOMMENDATION NO. 1:*
>
> *It is recommended that the Texas Education Agency assume the full responsibility for deaf education in Texas, beginning with the school year starting September, 1974.*

TEA has long had the responsibility for deaf children attending the Texas School for the Deaf in Austin, and it funds almost the total costs of the other programs. The very special nature of deaf education, the need for parental involvement, the need for introducing modern methods of teaching deaf children, and the need to offer comprehensive services to deaf children more uniformly throughout the state, makes this a most logical development.

A REGIONAL PLAN

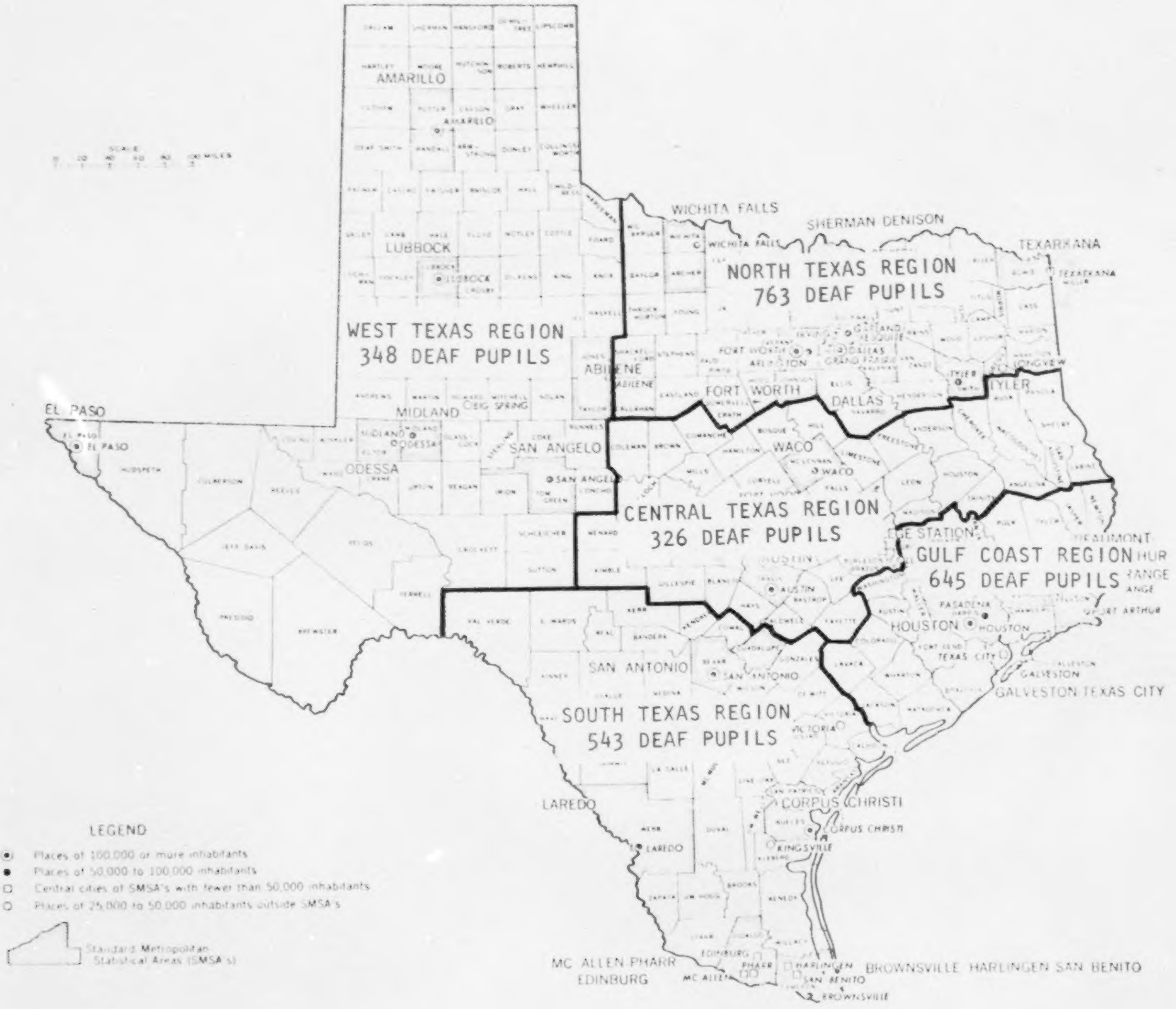
> *RECOMMENDATION NO. 2:*
>
> *It is recommended that the Texas Education Agency develop a regional plan of delivering education services so that more children can receive services, yet remain in their own homes.*

In analyzing the distribution of deaf children throughout the state, a five-region plan appears appropriate. One of the five regions would be the Central Texas Region and the program would be centered at the Texas School for the Deaf. This means that TSD would be serving primarily children from the central Texas area. Many of these children would be day students who live in the Austin area. Most of the remainder would be in a five-day residential program, going home each Friday afternoon. The total population of TSD would be reduced as improved programs are developed locally. Yet TSD would have a special role in the overall program (this is discussed later.)

CENTRAL DIRECTION

> *RECOMMENDATION NO. 3:*
>
> *It is recommended that a Director of Deaf Education be employed, reporting directly to the Assistant Commissioner for Special Education in the Texas Education Agency.*

PROPOSED DEAF EDUCATION REGIONS



This person would be responsible for developing a state-wide plan of comprehensive deaf education services. He would be the top administrative head for all deaf education services receiving state funds. Included in the plan would be provisions for detecting those children who have sufficient hearing to attend regular classes in the public schools. Some of these children may need special short term training or special assistance with amplification equipment. The goal would be to advance as many children as possible into mainstream education.

For the totally deaf and those with the more severe hearing loss, a comprehensive plan would be developed which would be offered the student in his home area in approximately 80 per cent of the cases. Other students would attend a school near enough to his home to enable him to go home on weekends. For a very few cases where family problems are severe, the child might be placed in a seven-day operation, a residential school, or a foster family arrangement.

REGIONAL SUPERVISION

> *RECOMMENDATION NO. 4:*
>
> *It is recommended that a Director of each region of the State be employed to supervise the program in that area of the state. Each Regional Director would be under the supervision of the Director of Deaf Education Services.*

The five regions would be formed based upon the distribution of deaf children in the State and out of consideration of geographical distance. The regional director's office would be in the school in the major city in most instances. Actual classrooms, however, would not be centralized in

PROPOSED WEST TEXAS REGION

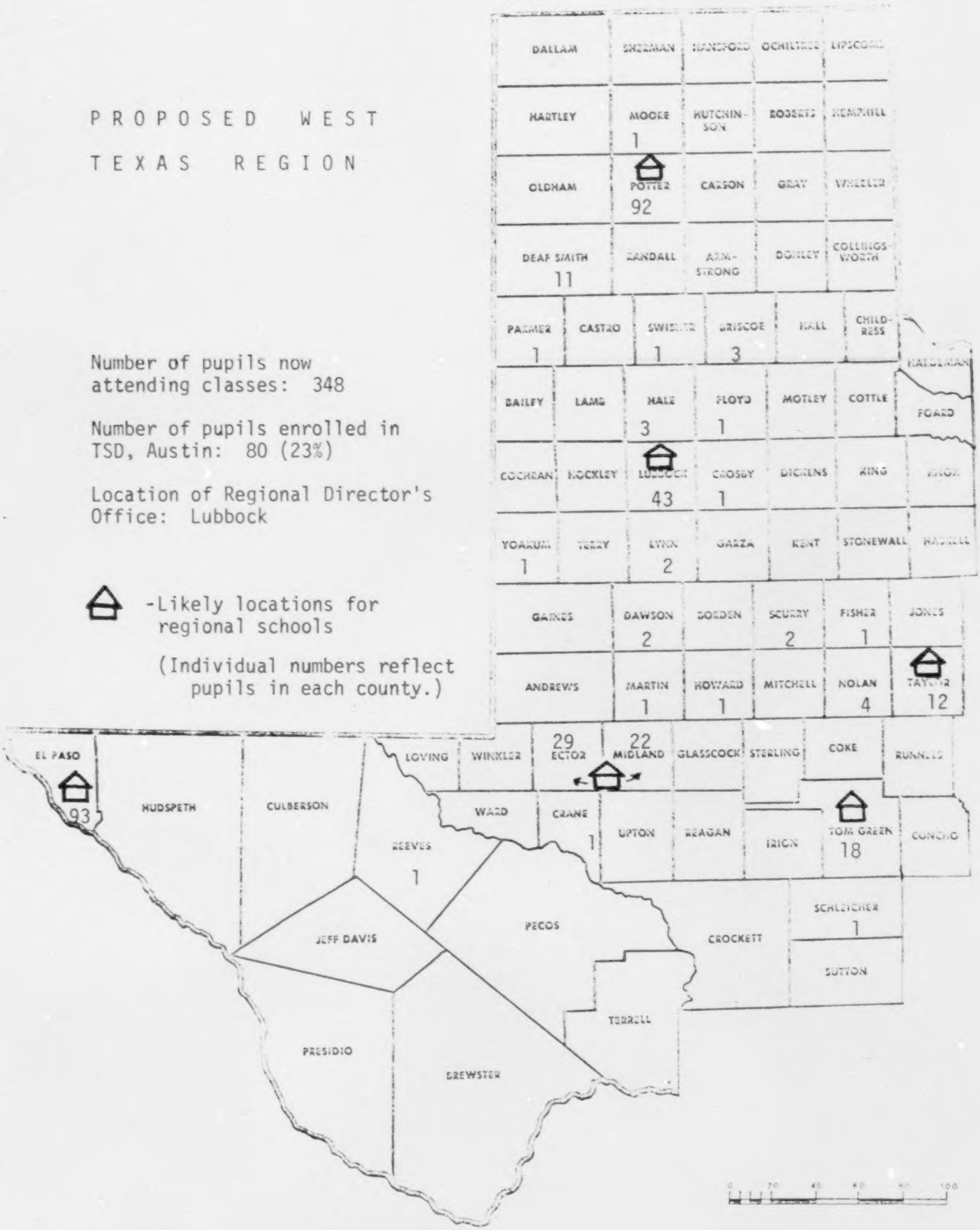
Number of pupils now attending classes: 348

Number of pupils enrolled in TSD, Austin: 80 (23%)

Location of Regional Director's Office: Lubbock

⌂ -Likely locations for regional schools

(Individual numbers reflect pupils in each county.)



this one city. They would be located in the proximity of where the children live, so long as there are sufficient numbers to justify a classroom. In most instances, there would be more than one classroom at any one location.

THE PROPOSED REGIONAL PLAN

The State would be divided into five regions:

Region	Number of Deaf Pupils	Per Cent attending TSD Now	Location of Regional Director
West Texas	348	23%	Lubbock
North Texas	763	19%	Dallas-Fort Worth
Central Texas	326	70%	Texas School for Deaf, Austin
Gulf Coast	645	20%	Houston
South Texas	543	27%	San Antonio
Total	2,625		

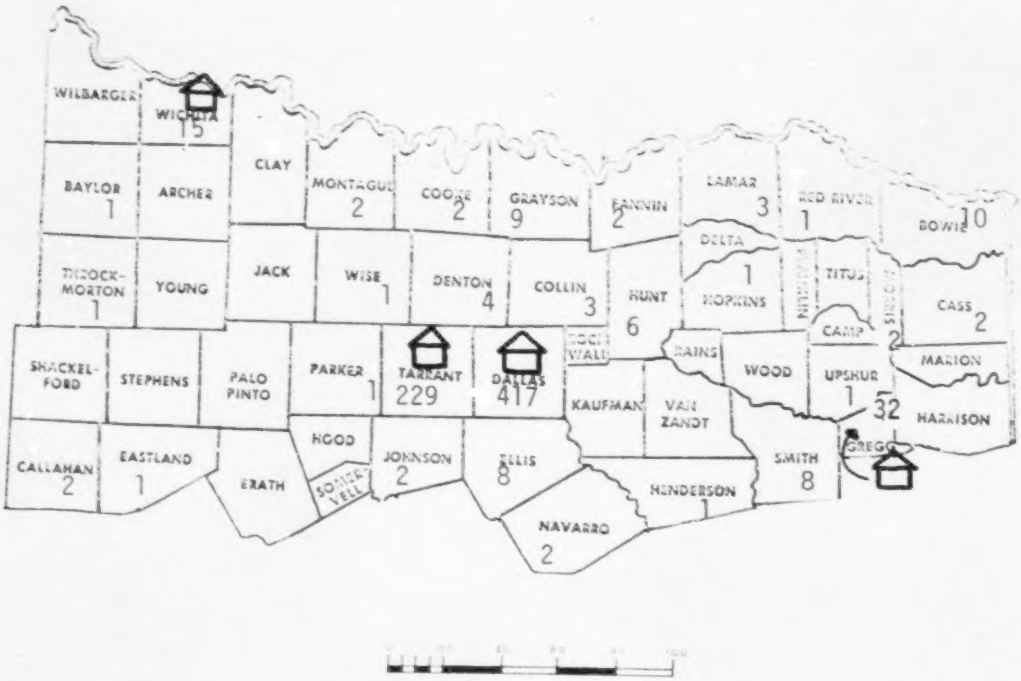
The regions are shown on the accompanying maps, along with the number of deaf children located in that region who are known to be currently attending school.

How the plan might work in each region follows:

WEST TEXAS REGION

The Regional Director would be located in Lubbock and classroom operations would be in that city plus Amarillo, Midland-Odessa, El Paso, and possibly Abilene and San Angelo. The children in these cities would attend the school on a day basis. Children from counties near each of these schools would come to the school on Monday mornings, spend Monday, Tuesday, Wednesday, and Thursday nights in the city and return home Friday afternoons. The four nights per week care would be provided under varying arrangements depending upon the number of children involved and available resources. A family living in the city with a deaf

PROPOSED NORTH TEXAS REGION



Number of pupils now attending classes: 763

Number of pupils enrolled in TSD, Austin: 142 (19%)

Location of Regional Director's Office: Dallas

⌂ -Likely locations for regional schools

(Individual numbers reflect pupils in each county.)

child might be available to take care of an extra deaf child for these four nights and be compensated appropriately. Some families might take more than one child. If the numbers are large, a four day special facility might be appropriate.

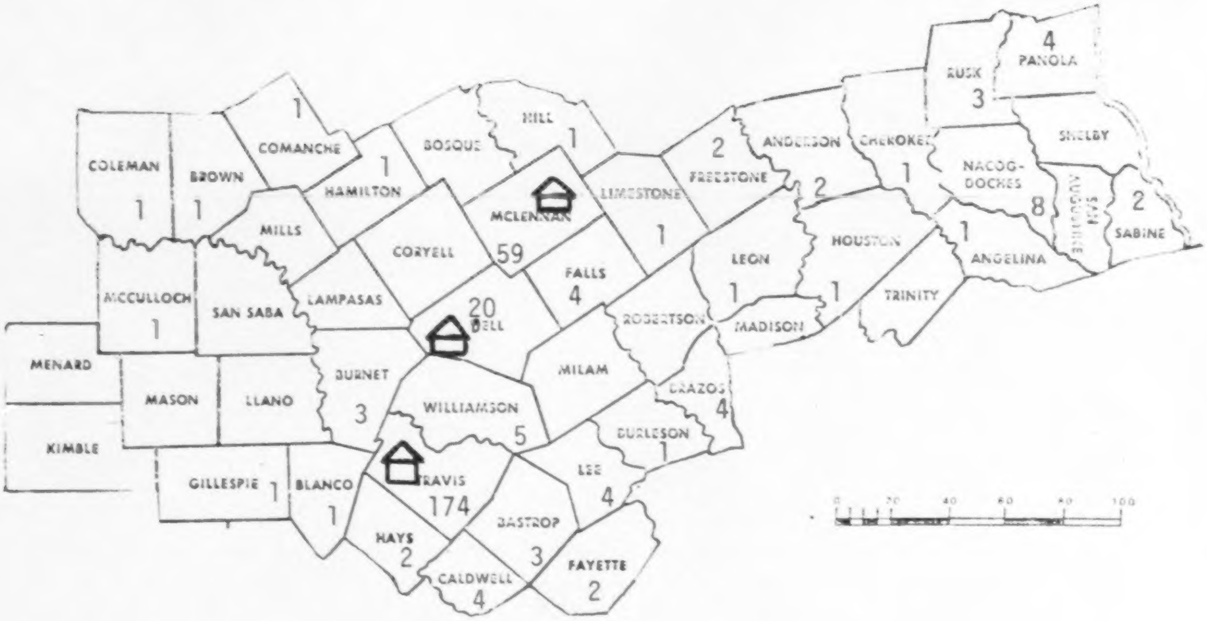
Diagnostic and evaluation services would be provided in the city where each school is located, if sufficient resources are available. If not, the children would go to the nearest city having the appropriate service -- within the region if possible.

NORTH TEXAS REGION

This region has a high concentration of deaf children in Dallas and Tarrant Counties, 646. Children living in these two counties (Dallas and Tarrant) would all be day students. There would be central supervision from the Regional Director's office (probably located in Dallas County), but classes would be located in different parts of the two counties, depending upon where the children live. This will reduce the long bus rides for many children in Dallas county at this time.

There is not sufficient numbers of deaf children in other counties of the region to justify classes located out of these two counties, with the possible exception of Gregg and Wichita counties. Children from these other counties would attend school on a five-day residential basis. Those from counties west of Fort Worth would attend classes in the Fort Worth area and be housed with specially chosen families, or some might be in a special group home operated by the School.

Children living east of Dallas would attend the appropriate school in Dallas county and have similar living arrangements. Again, all would go home on weekends.



PROPOSED CENTRAL TEXAS REGION

Number of pupils now attending classes: 326

Numer of pupils enrolled in TSD, Austin: 227 (70%)

Location of Regional Director's Office: Austin (Travis County)
-the Superintendent of the Texas School for the Deaf-

⌂ -Likely locations for regional schools

(Individual numbers reflect pupils in each county.)

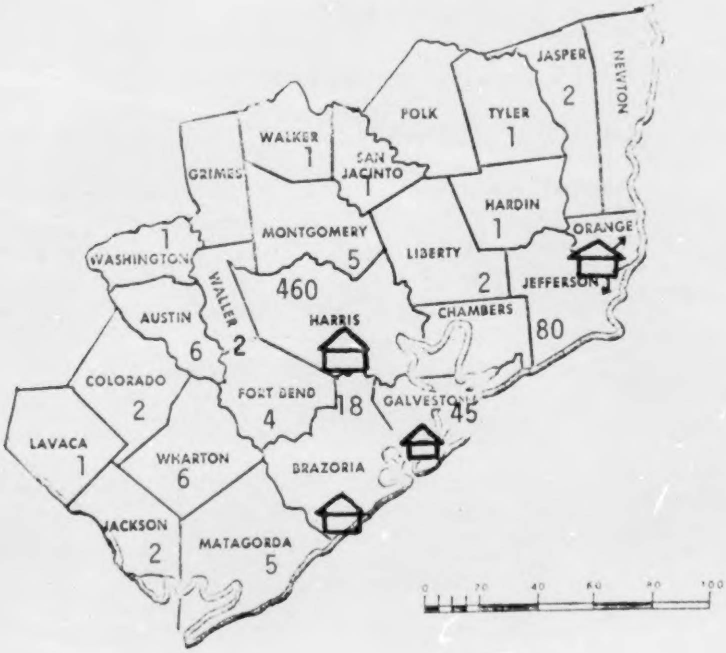
This region is unique in that it has one of the finest Hearing and Speech Centers in the nation. Last year, it greatly expanded its role in deaf education by providing classes for all children in Dallas County from age three to eight years, and by providing diagnostic and evaluation services for all deaf children in the County. This arrangement would likely continue with the contract being with the Texas Education Agency rather than Dallas ISD.

Consideration might be given to extending the contractual arrangement with the Callier Hearing and Speech Center to make these services available to all deaf children in the North Texas Region. However, the Regional Director for this Region would be an employee of the Texas Education Agency and would maintain administrative responsibility for all education services for deaf children in the Region. Services provided by the Center or any other contractual agent would be subject to periodic program audit.

Callier appears to have broad support from the Dallas community and this may permit an enrichment of services beyond the State support. Being a non-profit private agency, it also has greater flexibility than usually found in State supported programs. The opportunities for innovative programming are most promising and might produce significant advances in the field of deaf education.

CENTRAL TEXAS REGION

Services in this region would be centralized at the Texas School for the Deaf in Austin. Classes would also be held in Waco for children in McLennan County and the surrounding counties. Potentially, classes might also be held in Bell County which includes Temple and Killeen. The district would extend to far East Texas counties, since children in these counties



P R O P O S E D   G U L F   C O A S T   R E G I O N

Number of pupils now attending classes: 645

Number of pupils enrolled in TSD, Austin: 132 (20%)

Location of Regional Director's Office: Houston (Harris County)

⌂ - Likely locations for regional schools

(Individual numbers reflect pupils in each county.)

would be too far away to attend other programs. Some of these children might be too far from home to go home each weekend.

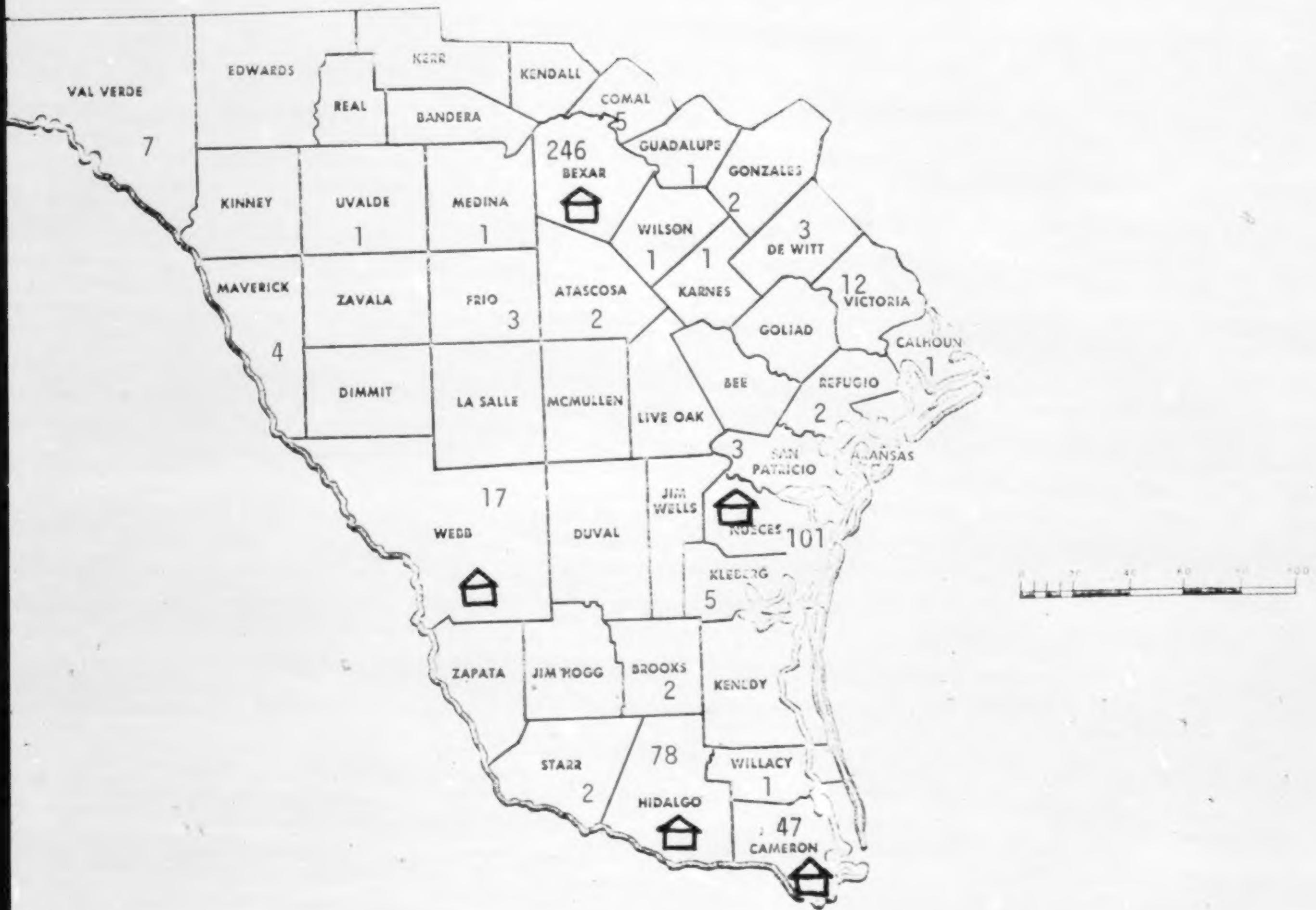
The School for the Deaf in Austin would have day students who live in the Austin area. Others from surrounding counties would be five-day residential students. The present enrollment of the school should drop noticeably as more children are served in their home town or region. However, TSD would provide other services, especially advanced vocational training, which would be unique in the state and thus would continue to draw some students from all over the state. The future role of TSD is discussed later.

GULF COAST REGION

This would be the smallest region, geographically, but would serve a large population of deaf students. Central facilities and the Regional Director's office would be in Harris County (Houston) which has approximately 460 deaf students. Classrooms would also be operated in Galveston County, in the Beaumont-Orange area, and possibly in Brazoria County.

Harris County contains some of the most advanced medical and university facilities and these resources should be fully utilized in developing the regional plan.

Approximately 90 per cent of the children in this region would be day students. Others would be five-day residential students, getting home each Friday afternoon.



PROPOSED SOUTH TEXAS REGION

Number of pupils now attending classes: 543

Number of pupils enrolled in TSD, Austin: 145 (27%)

Location of Regional Director's Office: San Antonio (Bexar County)

⌂ -Likely locations for regional schools

(Individual numbers reflect pupils in each county.)

SOUTH TEXAS REGION

The majority of children in this region are located in three metropolitan areas: San Antonio, Corpus Christi, and Hidalgo-Cameron Counties. There would be classrooms at these three locations, and possibly in Laredo (Webb County). The largest program would be in San Antonio and this would be the headquarters of the Regional Director. Again, most of the students would be on a day basis. Others would attend classes in their proximity on a five-day residential basis.

Since there is a high proportion of Mexican-American children in this region, priority should be given to employment of bilingual personnel. The use of bilingual teacher aides should be encouraged. They would be especially helpful in communicating with Spanish speaking parents. In this region, especially, there will likely be discovered deaf children who are not in any program at this time. There appears to be a tendency for the Spanish-speaking families to keep their deaf children at home. Having a good school program near them should encourage many parents to enroll their children.

FACTORS IMPORTANT TO ALL REGIONAL OPERATIONS

One of the strongest arguments for a regional approach is the possibility of bringing good services nearer to the homes of deaf children. Increased involvement of parents will be essential.

Each Regional Director should have a minimum of one home teacher who works with parents of children from birth to six years. The home teacher is to orient the parents to what can be expected of their deaf child; to arrange for hearing examinations and the proper fitting of hearing aids; to teach the parents how to start basic communication with their children; how to increase the range of experiences for their deaf child; how to avoid "over-protection" etc.

It is also contemplated that all teachers would increase their involvement with the parents of children with whom they are responsible. Teachers should make periodic visits to the home and they should encourage parental visits to the classrooms.

The lack of work with parents of deaf children represents, at this time, a big gap in services to deaf children in Texas. There are 27 field workers in the state who work with parents of blind children; none for parents of deaf children, with the exception of private services in a few of the large cities.

SPECIAL PROGRAMMING

The proposed program places a secondary priority on residential living and large groupings of deaf children. The prime advantages of regionalized programs are:

- the increased involvement of parents in the program.
- the possibility of children living at home for all or most of their school years.
- the possibility of learning to live and work in their home community. (The study of ex-students referred to earlier showed that 85 percent of former TSD students returned to their home community, a place where their contacts and friends were limited due to their having lived nine months of the year at TSD.)

Despite these advantages there would be some disadvantages:

- Larger groupings of students permit greater variety of course offerings. Under the proposed program this disadvantage would be met by making arrangements for certain deaf children to attend special classes in the regular schools or in private schools with provision for interpreters in the classrooms when necessary. Also, certain specialists might be brought into the classrooms to teach certain more technical subjects for one hour per day on a contractual basis.

- In many instances, the groupings would not be large enough to permit the establishment of competitive sports like football and the activities (like pep squads) which accompany such events. This disadvantage would have to be met by designing special programs or activities which can produce the same character building and social experiences. This might mean that instead of employing a coach, the special schools would employ someone to direct the after class activities and other special events. This means that the school's responsibilities would not end at 2:30 or 3:30 in the afternoon as in the regular schools. Activities would be planned which might continue until 5:30 or so in the afternoon, plus special events in the evening hours and on weekends. These special activities should be both fun for the children plus enable increased development of communication skills.

In some of the remote areas of the state, the location of classrooms will depend on how many children are living in that locality. Classes composed of three to four age levels may be required. The disadvantage here can be met with greater emphasis on individualized instruction programs, where each child progresses according to his capabilities. Here is where Master Teacher and Teacher Aide combinations would be most appropriate. The special individualized instruction program at the Callier Hearing and Speech Center in Dallas should offer valuable experience in implementing this approach.

FACILITIES

In the initial implementation of the plan, facilities for classrooms should be acquired on a lease basis. The type of facilities required would be different in each region. In a large metropolitan area, like Dallas or Houston, it is contemplated that there would not be one single school building. For the younger children especially, facilities should be leased as close as possible to the children's homes. This will reduce long rides on buses (and the extra cost involved) and it will permit many parents to drive their children to school each day. (This has an extra advantage since it would permit more frequent contact between teachers and parents). Since the classes for the deaf are usually limited to eight, rooms do not have to be large. Also, when the team teaching approach is used, large spaces partitioned off may be desirable.

In some areas, where public schools are experiencing reduced enrollments, it may be possible to lease space from the local schools. In some instances, it may be possible to receive donated space from schools or from churches who have educational facilities used only on Sundays.

The use of leased or donated space has the advantage of being able to relocate classrooms periodically whenever the distribution of children changes significantly.

Despite this advantage, the building of a special school for the deaf children aged 12 to 21 located centrally in a metropolitan area should be considered. Presently, only three metropolitan areas would likely have sufficient numbers of children for specially constructed facilities: Dallas-Fort Worth, Houston, and San Antonio. Such facilities should not be built until after the specific plans for delivering deaf education services have been developed.

RELATIONSHIP WITH PUBLIC SCHOOLS

Under the proposed plan, the regional schools for the deaf would take on the responsibility for educating all deaf children in the state. However, the local school district where each child resides should not be considered to have released all responsibility.[1] The superintendent of each school district should be informed about the children in the program from his district. Further, it is hoped that some deaf children will develop communication skills to the point that they can go back to their home school.

In addition, every effort should be made to place advanced students in some of the special training programs that the local schools offer -- especially vocational programs. In some cases, interpreters may be needed for these special arrangements.

LOCAL ADVISORY BOARDS

It would also be important for each regional program to have an advisory board of five to nine members composed of professional and lay persons who live in the region. Members might include directors of deaf teacher training programs, directors of speech and hearing centers, parents of deaf children, medical specialists, adult deaf persons, and community leaders. No set formula should be established for all regional boards; each should be formed according to the characteristics of the area; however, each should have some representation from the groups listed above.

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[1] Recent court decisions in Pennsylvania and Alabama regarding handicapped children indicate that the local school district where the child resides continues to have ultimate legal responsibility for assuming maximum opportunities for educating the child -- a responsibility which should not be abolished or delegated away.

A well selected advisory board is the best assurance that the programs maintain a high degree of relevance and effectiveness and that they progress and utilize new thinking in the field of deaf education.

In addition to the local advisory boards, it is important that statewide planning and development have the benefit of such an advisory committee.

A SPECIAL ADVISORY COMMITTEE

RECOMMENDATION NO. 5:

It is recommended that the Texas Education Agency appoint a special Advisory Committee for Deaf Education composed of the following members:

- *The Director of Deaf Education (who would serve as Chairman)*
- *Each of the five regional directors of deaf education*
- *A representative chosen by the Texas Commission for the Deaf*
- *A representative from a university training program for teachers of the deaf*
- *A parent of a deaf child of school age*
- *A teacher currently teaching deaf children*
- *A deaf student 17 to 21 years of age*

It would be the responsibility of this committee to assist in developing a comprehensive state plan for deaf education. It should recommend policies to the State Board of Education which would seek effective answers to questions such as:

- How is the best way to work with parents of deaf children in the preschool years?

- How to develop and maintain a "fail safe" system of diagnosing hearing impairments and assuring that each child is given the maximum possible use of amplification equipment?

- How to make sure that children are evaluated competently and periodically to determine if they are in the most suitable program, or that they are progressing according to expectations.

- What special programming should be developed to more effectively serve deaf children who have additional handicaps? What level of retardation dictates that the child would be better served in a school for retarded children?
- What kind of career education program can best serve these children?
- How is the best way to provide vocational training and on-the-job experience?
- What kinds of special programs can be developed to reduce the educational lag that deaf children have? Should these be special summer programs?

These and other critical questions need to be resolved and the Advisory Committee represents the best possible chance that the most informed decisions can be made. It represents the most feasible way for assuring that deaf education programs progress over time, regardless of changes in the numbers and characteristics of students, or changes in teaching methods, etc.

The Advisory Committee could also perform as a State-wide Admissions Committee. Its function would not be to decide on the placement of each child, but to formulate basic policies on which children should be admitted to special programs that are not available in his own region. For example, there may exist special vocational programs at the Texas School for the Deaf which may draw students from each region of the state. TSD would have the residential facilities required if more of the children now attending TSD are able to go to improved local programs.

DIAGNOSTIC AND EVALUATION SERVICES

Each region would hopefully develop its own diagnostic and evaluation services by utilizing to the maximum the services that exist in the region. Certain needed services might be obtained outside if not available in the region.

However, the central office in the larger regions might want to employ an educational diagnostician full-time to serve all deaf children in the region. Facilities and professional services of the Regional Education Service Centers (there are 20 in the state) could be employed on a contractual basis whereever appropriate. Much of the diagnostic work would likely be performed under contract with the private speech and hearing clinics.

FLEXIBILITY IN PROGRAMMING

The new state plan for deaf education services should permit maximum flexibility in tailoring the program of each region in accordance with the needs of the specific children in that region and the availability of existing services.

> *RECOMMENDATION NO. 6:*
>
> *It is recommended that the state plan for deaf education services provide for maximum flexibility in the securing and delivering of services so that existing services can be utilized through contractual agreements.*

Existing services, both private and public, vary widely over the state. In some areas it would be wise to contract with existing services rather than establish new ones. The contractual relationship that exists between the Callier Hearing and Speech Center and the Dallas County-wide School is a good example of utilizing an existing resource in a very positive way.

Contractual relationships should be permitted of different magnitude. Examples are:

- Contractual agreements for a local hearing clinic to conduct audiological exams.

- Contractual agreements with a private or public school or building owner to lease classroom space, including maintenance and janitorial services.
- Contracts with private non-profit agencies to educate a certain type of multi-handicapped deaf child.
- Or, for an entire region of the State, a contractual agreement with private non-profit organizations to provide the full range of educational services, subject to periodic program audits.
- Or, within a metropolitan area of a region, a contract to provide deaf education services to those residing in the area.

A comprehensive program for deaf children includes much more than a teacher and a classroom. If the child is to progress to his maximum capability he needs services beginning early in the home, competently performed diagnostic and evaluation services (not just in the beginning, but periodically according to his needs), special kinds of learning experiences, much more time and effort than the normal child receives in a regular classroom.

Individualized instruction and attention is essential in working with deaf children, especially in the early years. This is a most appropriate time to use teacher aides. The aides would be selected according to their ability to work with children, their empathy and concern and patience. Working under a master teacher they can carry out much of what the teacher has to do that is repetitive.

Because the traditional teacher and classroom is not an appropriate "delivery system," the traditional school staffing patterns should not be required in developing a statewide program. Again, flexibility in staffing patterns is critical to the new program. This should also apply to salary levels. Personnel, including teachers, should be employed at a salary level in accordance with their training and experience as well as "market" conditions at the time. Because of their special training, it is anticipated that their salaries would be somewhat higher than for a teacher in the regular classroom with similar training and experience.

One of the responsibilities of the proposed Director of Deaf Education Services is to work toward a constant upgrading of competencies in personnel working with the deaf. This may require revisions or additions to curriculum in the teacher training institutions. Equally important are inservice training programs for personnel now employed. During the summer prior to the implementation of the new plan, a two-week intensive inservice training program for all teachers and personnel employed in the new program would be logical. Special federal funding might be available to finance this training. A blend of in-state and out-of-state consultants should provide the instruction.

THE FUTURE ROLE OF THE TEXAS SCHOOL FOR THE DEAF

If the proposed program is implemented, the role of TSD will change:

- Enrollment should drop as improved programs are developed locally. The present enrollment of 726 should drop to at least 500. Of these 500, approximately 100 would be day students living in the Austin area. Some 50 to 100 children would be five-day residential students.
- The decrease in enrollment will relieve some of the pressure for space at the South Campus. The one remaining dormitory should no longer be required to house students. All would be living in cottages.
- Some of the released space would be available for special programs which need to be developed. There should be space in cottages, for example, for deaf children with emotional problems. They could be placed in small groupings with specially trained personnel.
- TSD could be the place for children who have an inadequate home situation:
  - children with both parents deceased.
  - children from homes with parents who have emotional problems, who are alchoholic, or who are severely disabled.

- children who have been rejected by their parents.

While it is true there are not many of these children, they do exist and there is no special place for them now.

TSD would also be the logical place for specially developed vocational programs. Such programs would be multi-purpose:

- Serve as the teaching center for students at TSD for pre-vocational training, job sampling, development of healthy work habits.
- Development of full scale vocational training for the older students, including sufficient training to enter employment. Graduation from the program would include placement on a job.
- Make the advanced vocational training available to the older students from the regional schools.
- Make the vocational training available to deaf adults who want to return for re-training or up-grading job skills.
- Provide special on-the-job placement services.

The older students, 19 years and older, as well as the deaf adults, would most likely live off campus. This would be better for developing the capacity to become self-sufficient, and it may eliminate certain problems that could develop if there were too close contact, living-wise, with the younger students.

TSD would also be the logical location for special programs for the multi-handicapped deaf child. Some of these children have physical handicaps and some have varying degrees of retardation.

Special programming should include special classes under specially trained teachers. It might also include a sheltered workshop for these children located on the TSD campus.

As TSD develops unique and special programs for the deaf, it should become a special resource for children who regularly attend classes in their home region. They might come to the TSD campus for one or more semesters for special training. They might attend a special summer program of one week duration, six weeks, or the full summer.

Important in the comprehensive state plan would be the maximizing of options for deaf children, offering to them a much greater variety of educational and vocational training and experience.

PREVENTION

Looking at the probable causes of deafness listed in Chapter II, it is apparent that 40% of the Texas children who are deaf were victims of rubella measles. During 1970 and 1971, approximately one-half of the children admitted to the East Campus primary program were rubella children with multiple handicaps.

A national survey conducted by the U.S. Department of Health, Education, and Welfare estimates that 30,000 children were handicapped as a result of the rubella epidemic of 1963-65. The total cost of educating these children for 13 years was calculated to be $1.2 billion.

Other children in Texas (and nationally) have become deaf resulting from complications of pregnancy, prematurity, other causes at birth. After birth, children have become deaf due to meningitis, mumps, fevers, and other causes.

The state compulsory immunization law which went into effect September 1, 1971 should greatly reduce the incidence of measles. Improvements in pre-birth and post-birth health care should also reduce the number of children handicapped by deafness as well as other conditions. While the Texas Education Agency has no prime responsibility in child health care, it should show its concern wherever possible to decrease the occurrence of deafness among children.

> *Recommendation No. 7*
>
> *It is recommended that the proposed Director of Deaf Education Services be given the major responsibility for working with health care organizations to continually call attention to the conditions causing deafness. A program for prevention of deafness should be a major consideration in developing a comprehensive state plan for deaf education services.*

This could result in the appearance before maternal and child health organizations and family planning groups to encourage better health care and such new concepts as genetic counseling.

COST IMPLICATIONS OF THE NEW PLAN

Texas state expenditures for deaf education totaled $5.6 million during the 1971-72 school year. Under the proposed plan it would continue to spend this amount, but probably not much more than that initially.

One feature of the plan is to reduce the number of deaf children in residence at the Texas School for the Deaf. The cost per pupil in seven-day residential care, as opposed to day classes, is approximately $1,500 more per child annually.

It is anticipated that the enrollment at the Texas School for the Deaf might drop by 230 children. This number times $1,500 indicates a savings of $345,000 per year. This sum should cover the cost of the salaries of the four additional regional directors (the Superintendent of TSD would serve as one of the regional directors), the salaries of the home teachers recommended, the salary of the Director of Deaf Education, and most of the other costs contemplated in the plan.

Eventually, however, as the program of deaf education is enriched by more effective vocational training, by more diagnostic and evaluation services, and by more individualized instruction programs, increased cost for the whole program would be expected.

However, the cost consequences should be favorable. More and more deaf children should benefit by increased capabilities to become self-sufficient individuals earning incomes and paying taxes.

STATUTORY CHANGES

Two types of legislative changes would be required to carry out the recommendations in this report. The first would be the statutory authority for the Texas Education Agency to:

- assume operating responsibility for the nine county-wide schools for the deaf beginning in September, 1974.
- authority to employ staff, to build or lease buildings.
- authority to contract with private organizations or individuals for providing diagnostic and evaluation services or any other deaf education services.

The second legislative change would be to include in the appropriation bill, salaries for the Director of Deaf Education Services, the regional directors and the necessary supportive staff, plus other operating expenses.

The salaries for the regional directors and their supporting staff should begin March 1, 1974, six months prior to operation of the regional schools. Supporting staff would be at least one home teacher plus a secretary (to serve the regional director and the home teacher).

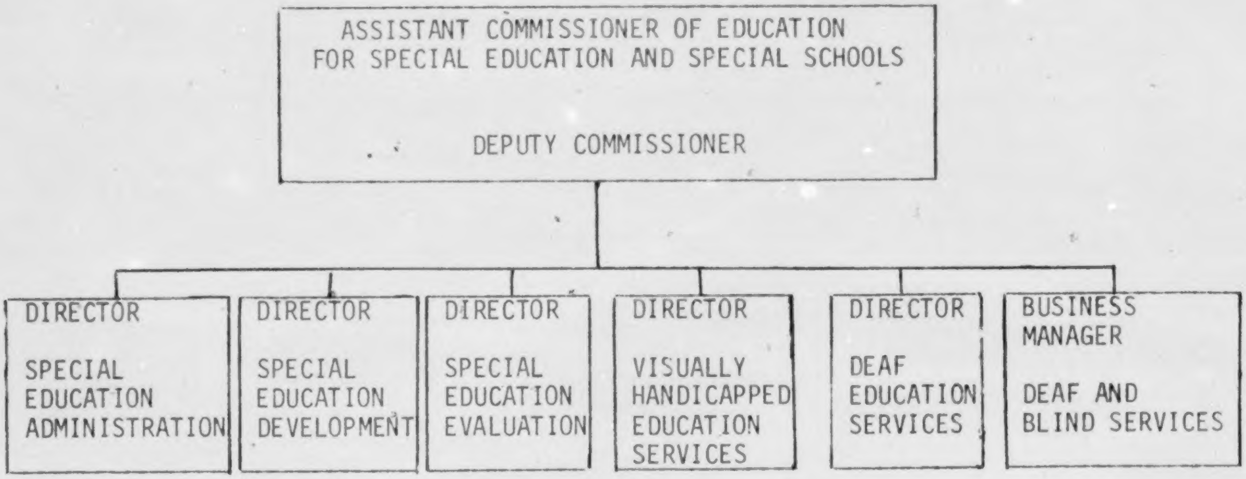
If the recommendations in this report are adopted, the study staff would be available to assist in the budgeting for this new program.

APPENDIX A

PROPOSED ORGANIZATION CHART

PROPOSED ORGANIZATION CHART

DEPARTMENT
OF
SPECIAL EDUCATION AND SPECIAL SCHOOLS


ASSISTANT COMMISSIONER OF EDUCATION FOR SPECIAL EDUCATION AND SPECIAL SCHOOLS
DEPUTY COMMISSIONER
DIRECTOR SPECIAL EDUCATION ADMINISTRATION
DIRECTOR SPECIAL EDUCATION DEVELOPMENT
DIRECTOR SPECIAL EDUCATION EVALUATION
DIRECTOR VISUALLY HANDICAPPED EDUCATION SERVICES
DIRECTOR DEAF EDUCATION SERVICES
BUSINESS MANAGER DEAF AND BLIND SERVICES

Responsibilities of Director, Visually Handicapped Education Services:

A. With assistance of Advisory Committee, develops and administers state-wide comprehensive plan for visually handicapped education.

B. Provides direction to Superintendent, Texas School for the Blind

C. Coordinates programs for visually handicapped in public schools, and maintains liaison with State Commission for the Blind.

D. Provides training and evaluation services

Responsibilities of Director, Deaf Education Services

A. With assistance of Advisory Committee, develops and administers state-wide comprehensive plan for the education of the hearing impaired.

B. Supervises five Regional Directors for Deaf Education Services

C. Maintains liaison with Texas Commission for the Deaf, Texas Rehabilitation Commission and other public and private groups.

APPENDIX B

PARTICIPANTS IN SESSIONS WITH CONSULTANTS

APPENDIX B

PARTICIPANTS IN SESSIONS WITH CONSULTANTS ON MSA'S STUDY OF DEAF EDUCATION IN TEXAS

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Larry Gene Stewart, Ed.D.
Associate Director
Deafness Research & Training Center
New York University
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  College of Education
  The University of Arizona
  Tucson, Arizona

James Max Woolly, Superintendent
Arkansas School for the Blind
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APPENDIX C

BIOGRAPHICAL DATA SHEETS ON CONSULTANTS

SAMUEL C. ASHCROFT

ADDRESS

College of Education
University of Maryland
College Park, Maryland 20742

EDUCATION

- North Park College, A.A., 1942
- Northwestern University, B.S., 1946, Education
- New York University, M.A., 1951, Guidance
- University of Illinois, Ed.D., 1960, Special Education

PRESENT POSITIONS

- Professor, Department of Special Education, College of Education, University of Maryland, College Park
- Senator, Senate, University of Maryland, College Park Campus

PREVIOUS POSITIONS

- Principal & Secondary School Teacher, Iowa Braille & Sight Saving School
- Research Assistant, Institute for Research on Exceptional Children, University of Illinois
- Director, Educational Research, American Printing House for the Blind
- Assistant Professor; Associate Professor; Professor, Peabody College
- Coordinator, Preparation of Teachers of Visually Handicapped, Peabody College
- Chairman, Department of Special Education, Peabody College
- Acting Chairman, Division of Human Development, Peabody College

ACTIVITIES

- Founding President, Foundation for Exceptional Children
- Council for Exceptional Children
- Senior Consultant, Technical Assistance and Development System for the Handicapped Children's Early Education Program
- Consultant, Management Services Associates, Inc., Austin
- Advisory Committee, Maryland School for the Blind
- Delegate, White House Conference on Children
- Executive Committee, Bill Wilkerson Hearing & Speech Center
- Member, Association for Education of Visually Handicapped - American Association of Instructors of the Blind, Committee on Research
- Board of Directors, Cybernetics Research Institute, Washington, D.C.
- American Educational Research Association
- Advisory Committee, American Foundation for the Blind
- Advisory Committee, National Society for the Prevention of Blindness
- Board of Directors, American Association of Instructors of the Blind
- Staff Associate, American Foundation for the Blind, Commission on Standards and Accreditation of Services for the Blind

OTHER

- He has authored numerous publications in the fields of visually handicapped and educational research.

TINA E. BANGS, Ph.D.

ADDRESS

Houston Speech and Hearing Center
1343 Moursund, Houston, Texas 77025

EDUCATION

University of Washington, B.A., 1937
University of Washington, M.A., 1941
Stanford University, Ph.D., 1958

PRESENT POSITION

Associate Director of the Houston Speech and Hearing Center

PREVIOUS POSITIONS

Clinical Associate and Professor of Audiology and Speech Pathology, Baylor College of Medicine, 1960 -
Lecturer, University of Houston, 1951 - 63
Clinical Assistant, Stanford University, 1950 - 51
Assistant Professor, University of Washington, 1939 - 50

CURRENT ACTIVITIES

American Speech and Hearing Association - member
Texas Speech and Hearing Association - member
Academy of Rehabilitative Audiology - member
Committee member of Office of Education (BEH) Planning Grant, "Area Centers for Services of Deaf-Blind Children." 1969 -
Member of Mayor of Houston's Committee, "Model City Program" 1970 -

SELECTED LECTURES PRESENTED

"Early Identification and Assessment of Children with Language and/or Learning Disorders." Workshop for Psychologists sponsored by T.E.A., Austin, 1967.
"Language Disorders of Preacademic Children." American Speech and Hearing Association Convention. Chicago, 1967.
"Communication Disorders of Pre-School Children." Council for Exceptional Children. Denver, Colorado. 1969.
"Early Childhood Education for the Handicapped." Special Education Institute sponsored by the University of Houston. Houston, 1970.

OTHER ACTIVITIES

She has written numerous articles in professional journals on speech and hearing disorders.
She has served as consultant to numerous state agencies and individual school districts on matters relating speech and hearing disorders

DR. RICHARD G. BRILL

ADDRESS

California School for the Deaf
Riverside, California

EDUCATION

- Rutgers University, B.A., Political Science
- Gallaudet College, M.A., Education of the Deaf
- University of California, M.A., Educational Psychology
- Rutgers University, Ed.D., Educational Supervision

PRESENT POSITION

- Superintendent of the California School for the Deaf, Riverside, California

PREVIOUS POSITIONS

- Teacher, California School for the Deaf, Berkeley, California
- Principal, Virginia School for the Deaf, Staunton, Virginia
- Principal, Bruce Street School for the Deaf, Newark, New Jersey
- Assistant Professor of Education, University of Illinois, Urbana, Illinois

CURRENT ACTIVITIES

- Member of The Alexander Graham Bell Association
- Member of Council for Exceptional Children
- Member, Phi Delta Kappa
- Member of Riverside County Board of Freeholders, Riverside Kiwanis Club and Riverside Community Hospital

PAST ACTIVITIES

- Vice President, President, and Member of Board of Directors, American Instructors for the Deaf
- Secretary, Conference of Executives of American School for the Deaf and Secretary of Teacher Training and Certification Committee of that organization
- Secretary, President, and Member, Council on Education of the Deaf
- Member, Sensory Disabilities Study Section, U.S. Office of Vocational Rehabilitation
- Member, Advisory Committee on the Training of Teachers of the Deaf, U.S. Office of Education
- Member, Review Panel for Research and Demonstration Grants in the Area of Deafness, U.S. Office of Education
- Participant in numerous workshops, symposiums and conferences on deafness
- Conducted workshops and prepared professional standards for teachers of deaf and state departments of education
- President of Riverside Mental Health Society and Riverside Community Council
- Member of Board of Directors and Vice President, Goodwill Industries

OTHER ACTIVITIES

- He has written numerous articles in professional journals on deafness and served as assistant editor and associate editor for publications pertaining to the deaf
- Currently serves as visiting professor (part time) for San Fernando Valley State College
- Listed in Who's Who in Education and Who's Who in the West
- Represented Conference of Executives at International Congress on Education of the Deaf, Stockholm, Sweden in 1970

PATRICIA A. GALLAGHER

ADDRESS

Department of Special Education
Children's Rehabilitation Unit
University of Kansas Medical Center
39th and Rainbow
Kansas City, Kansas 66103

EDUCATION

- Illinois State University, B.S., 1956, Special Education (blind) and Elementary Education
- University of Kansas, M.S., 1966, Special Education (emotional disturbance)
- University of Kansas, Ed.D., 1968, Special Education (emotional disturbance)

PRESENT POSITION

- Assistant Professor of Education at the University of Kansas Medical Center, Kansas City, Kansas

PREVIOUS POSITIONS

- Instructor, Special Education, University of Kansas
- Research Assistant, Children's Rehabilitation Unit, University of Kansas Medical Center
- Special Education Teacher, emotionally disturbed children, Western Springs, Illinois
- Primary Grade Teacher, United States Air Force Overseas Program stationed in Libya, North Africa and Soesterberg, Netherlands

CURRENT ACTIVITIES

- Member, National Education Association
- Member, Council for Exceptional Children, C.E.C.
- Member, Northeast Kansas Chapter, C.E.C.
- Member, Council for Children with Behavioral Disorders, C.E.C.
- Member, Teacher Education Division, C.E.C.
- Member, National Accreditation Council for Agencies Serving the Blind and Visually Handicapped
- Member, American Association of University Professors
- Member, Teacher Educators for Children with Behavior Disorders
- Member, Parent-Teacher Association, Kansas School for Visually Handicapped Children
- Member, Pre-Service Advisory Council, Regional Instructional Material Center
- Consultant, Kansas School for the Visually Handicapped

PAST ACTIVITIES

- Area Program Chairman, Annual Kansas State Council for Exceptional Children
- Diagnostician, University of Kansas Learning Disabilities Project
- Consultant and Education Supervisor, Gillis Home for Emotionally Disturbed Children
- Instructor, Special Course of Study in Braille Reading and Writing
- Program Chairman with the Lawrence Student C.E.C. and Kaw Valley C.E.C. Chapters
- She has authored a number of publications concerning emotionally disturbed children and blind children.

JOSEPH KOHN

ADDRESS

New Jersey Commission for the Blind
1100 Raymond Blvd.
Newark, New Jersey 07102

EDUCATION

- St. John's University, B.S., Social Sciences
- Harvard Perkins School for the Blind, 1-Year In-residence Training Course in Work for the Blind
- Harvard University, M.Ed., Graduate School of Education

PRESENT POSITION

- Executive Director, New Jersey Commission for the Blind, Newark, New Jersey

PREVIOUS POSITIONS

- Teacher and Cottage Master, Perkins School for the Blind, Watertown, Massachusetts
- Teacher of Special Braille and Sight Saving Classes, Public School System, Elizabeth, New Jersey
- Casework Supervisor, Assistant Executive Director, and Fiscal Officer, New Jersey State Commission for the Blind

CURRENT ACTIVITIES

- Member, Board of Directors, American Association Workers for the Blind
- Secretary and Member, Executive Committee, Fund for the New Jersey Blind, Inc.
- Member, Committee for Research on Problems Associated with Blindness
- Member, Cranford Board of Education and Vice President of the Board
- Member, National Task Force on Welfare & Rehabilitation Planning, U.S. Department of Health, Education and Welfare
- Member, Board of Directors, American Foundation for the Blind and Chairman, Service Advisory Committee

PAST ACTIVITIES

- Author of New Jersey State Plan for Vocational Rehabilitation of Blind People
- Author of Revised State Plan for Administering Aid to the Needy Blind in New Jersey
- Assisted in Writing and Editing of the Official Report of the Governor's Advisory Commission for Statewide Planning for Rehabilitation in New Jersey
- He has written various published articles including "Changing Character of the Responsibilities of State Agencies," and "The Challenge of the 70's."
- Has served various consultative functions to the federal government
- President, Committee for Research on Problems Associated with Blindness

DR. LEONARD W. MAYO

ADDRESS

806 Kings Mill Road
Chapel Hill, North Carolina 27514

EDUCATION

- Colby College, A.B.
- New York University, Graduate Work in Sociology and Social Work

PREVIOUS POSITIONS

- Executive Director, Association for the Aid of Crippled Children, New York City
- Professor of Human Development, Colby College
- Member of Faculty, New York School of Social Work, and Emergency Relief Bureau and Welfare Council of New York City
- Dean and Vice President, School of Applied Social Sciences, Western Reserve University, Cleveland, Ohio
- Various Administrative Capacities, Maryland Training School for Boys, Children's Village, Dobbs Ferry, New York

CURRENT ACTIVITIES

- Executive Vice Chairman, President's Committee on Employment of the Handicapped
- President, International Union for Child Welfare

PAST ACTIVITIES

- Chairman, Governor's Commission on Rehabilitation needs in Maine
- Chairman, President Kennedy's Panel on Mental Retardation
- President, National Conference of Social Work
- Chairman, National Commission on Chronic Illness
- Chairman, Department of Social Welfare of National Council of Churches of Christ
- Chairman, Governor Nelson Rockefeller's Council on Rehabilitation, New York State

OTHER

- Received Honorary Degree of Doctor of Social Sciences, Colby College, 1942
- Received the Albert Lasker Foundation Award in World Rehabilitation
- Received Man of the Year Award of the Nassau County, New York Association for Mental Retardation

S. RICHARD SILVERMAN, PH.D.

ADDRESS

Central Institute for the Deaf
St. Louis, Missouri 63110

EDUCATION

- Cornell, A.B.
- Washington University, M.S.
- Washington University, Ph.D.
- D. Litt. Gallaudet College
- Hebrew Union College, L.H.D.
- Emerson College, L.L.D.

PRESENT POSITION

- Director, Central Institute for the Deaf, St. Louis, Missouri

PREVIOUS POSITIONS

- Rockefeller Fellow, Instructor, and Administrative Executive, Central Institute for the Deaf, St. Louis, Missouri
- Associate Professor of Education, Professor of Audiology, and Lecturer, Medical School, Washington University
- Expert Consultant on Deafness Problems, Second World War
- Audiology Consultant, U. S. Air Force

PAST ACTIVITIES

- Member of St. Louis League for Hard of Hearing
- Member of Social Planning Council Board of St. Louis
- Member of Committee on Conservation, American Academy of Opthalmology & Otolaryngology
- President, Council on Education of the Deaf
- Member of National Advisory Council on Vocational Rehabilitation
- Chairman, National Advisory Committee on Education of the Deaf
- President, American Speech & Hearing Association
- Member, Communicative Disorders Research Training Committee, National Institute Neurological Diseases & Blindness
- President, Alexander Graham Bell Association for the Deaf

OTHER

- Who's Who in America
- Recipient of Certificate of Appreciation from War Department, 1946
- Edgar Allen Fay Award of the Conference of Executives of American Schools for the Deaf for contributions to the literature on education of the deaf, 1965
- He has written numerous articles appearing in journals for the deaf and is co-author of the textbook, Hearing and Deafness
- He has addressed, by invitation, many professional and lay groups and has counseled about establishment of audiological facilities in Canada, London, Brazil, Buenos Aires, South Africa, Poland, Sweden and Venezuela and Los Angeles, California

DR. LARRY GENE STEWART

ADDRESS

Deafness Research and Training Center
School of Education
New York University
New York, New York

EDUCATION

- Gallaudet College, Washington, D.C., B.S., 1957, Education of the Deaf
- University of Missouri, Columbia, M.Ed., 1963, Rehabilitation Counseling
- University of Arizona, Tucson, Ed.D., 1970, Rehabilitation Counseling

PRESENT POSITION

- Associate Director, Deafness Research and Training Center, School of Education, New York University

PREVIOUS POSITIONS

- High School Teacher & Athletic Coach, Arkansas School for the Deaf, Little Rock
- Teacher & Athletic Coach, Illinois School for the Deaf, Jacksonville
- Counselor for the Deaf, Missouri State Department of Education
- Assistant Professor, Rochester Institute of Technology, Rochester, New York
- Coordinator of Counseling Services, National Technical Institute for the Deaf, Rochester
- Assistant Professor, Dept. of Counseling & Special Education, University of Arkansas, Fayetteville
- Director, Research and Demonstration Project with Multiply Handicapped Deaf Adults, Arkansas Rehabilitation Research and Training Center, Hot Springs

CURRENT ACTIVITIES

- Member, Sensory Study Section, Dept. of Health, Education & Welfare
- Member, Committee on Instructional Technology, Dept. of Health, Education & Welfare
- Member, Task Force on Multiply Handicapped Deaf Children, Dept. of Health, Education & Welfare
- Consultant, Project for Emotionally Disturbed Deaf Children, Board of Cooperative Educational Services, Syosset School District, Nassau County, New York
- Consultant, Mental Health Project, Lake McHenry School District, Gurnee, Illinois
- Member, American Psychological Association
- Member, National Rehabilitation Association
- Member, Professional Rehabilitation Workers with the Adult Deaf

PAST ACTIVITIES

- Coord., Tarrytown Conference on Priorities in the Rehabilitation of Deaf People
- Coord., Arkansas Statewide Conference on Education & Rehabilitation of Deaf People
- Coord., Training Institute for Rehabilitation Workers with Multiply Handicapped Deaf People

OTHER

- E.A.R.S. Award for Outstading Professional Achievement, 1965
- Outstanding Young Men of America Award, 1970
- Award of Merit for Outstanding Contributions to the Cause of Deaf Citizenship, 1970
- He has authored numerous publications about the Deaf.

JAMES MAX WOOLLY

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Arkansas School for the Blind
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EDUCATION

- Hendrix College, Conway, Arkansas, B.A.
- University of Arkansas, Fayetteville, Arkansas, M.S.
- Hendrix College, Doctor of Laws Degree, 1970

PRESENT POSITION

- Superintendent, Arkansas School for the Blind

PREVIOUS POSITION

- Teacher and Principal, Arkansas School for the Blind

CURRENT ACTIVITIES

- Vice President, American Foundation for the Blind
- Member, Board of Directors, American Printing House for the Blind
- Member, Board of Directors, National Accreditation Council
- Executive Comm., International Conference for the Education of Blind Youth
- American Foundation for the Blind Publications Committee
- Mason

PAST ACTIVITIES

- Past President, Pulaski Heights Lions Club
- Past President, Association of Education for the Visually Handicapped, 1962-64
- Delegate, International Conference for the Education of Blind Youth, 1957 - Oslo, Norway
- Delegate, International Conference for the Education of Blind Youth, 1962 - Hannover, Germany
- Delegate, International Conference for the Education of Blind Youth, 1967 - Watertown, Massachusetts
- Delegate, Inter-American Conference on Work for the Blind, 1961, Guatemala City, Guatemala
- Participant, Institute on Services for the Blind held by Air Force Base, 1963 - Puerto Rico
- Participant, Latin American Conference on Education of Blind Youth, 1971 - Bogota, Colombia

OTHER

- Anne Sullivan Award, 1966

APPENDIX D

BIBLIOGRAPHY

Bibliography

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__________. "Type and Size of Educational Programs Attended by Hearing Impaired Students." Publication Series D, Number 4, August, 1970

__________. "Additional Handicapping Conditions, Age at Onset of Hearing Loss, and Other Characteristics of Hearing Impaired Students." Publication Series D, Number 3, June, 1970.

__________. "Academic Achievement Test Performance of Hearing Impaired Students." Publication Series D, Number 1, September, 1969.

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Ranier, John D. and Kenneth Z. Altshuler. "Expanded Mental Health Care for the Deaf: Rehabilitation and Prevention." Research Foundation for Mental Hygiene, Inc., Rockland State Hospital and New York State Psychiatric Institute, 1970.

Schein, Jerome D. and Doris W. Naiman (editors). The Use of Group Techniques with Deaf Persons. Deafness Research and Training Center, New York University, 1971.

Stewart, Larry G. and Jerome D. Schein (editors). Tarrytown Conference on Current Priorities in the Rehabilitation of Deaf People, Deafness Research and Training Center, New York University, 1971.

Sussman, Allen E. and Larry G. Stewart (Editors). Counseling with Deaf People, Deafness Research and Training Center, New York University School of Education, 1971.

U.S. Department of Health, Education and Welfare. "Education of the Deaf: The Challenge and the Charge." Preface by S. Richard Silverman, Chairman, National Advisory Committee on Education of the Deaf, 1968.

Vaughn, Gwenyth R. Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing. Idaho State University, Pocatello, Idaho, 1967.

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Special Education and Special Schools

DON PARTRIDGE, Director
Department of Special Education